

**USING THINK, PAIR AND SHARE STRATEGY (TPS) TO IMPROVE
STUDENTS' READING SKILL OF THE TENTH GRADE AT
MADRASAH ALIYAH NEGERI PALOPO.**



IAIN PALOPO

A THESIS

**Submitted as a Part of the Requirements for S.Pd. Degree
in English Language Education Study Program**

Written By,

INDRA HAFSA

REG. NUMBER: 15 0202 0096

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF PALOPO
2019**

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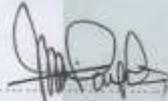
**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
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STATE ISLAMIC INSTITUTE OF PALOPO
2019**

THESIS APPROVAL

This thesis, entitled "Using Think Pair And Share Strategy (TPS) To Improve Students' Reading Skill of The Tenth Grade at Madrasah Aliyah Negeri Palopo" written by Indra Hafsa, Reg. Number 15.0202.0096, English S1 Study Program of Tarbiyah and Teacher Training Faculty at State Institute for Islamic Studies (IAIN)Palopo, has been examined and defended in MUNAQASYAH session which is carried out on Sunday, September 22nd 2019 M, coincided with Muharram 22nd 1441 H. It is authorized and acceptable as partial fulfillment of requirement for S.Pd, degree in English language teaching.

Palopo, September 22nd, 2019 M
Muharram 22nd 1441 H

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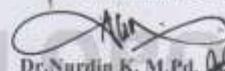
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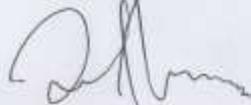
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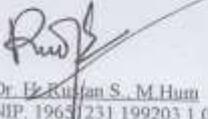
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Assalamu Alaikum Wr. Wb.

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Menyatakan bahwa skripsi tersebut sudah layak untuk diujikan.

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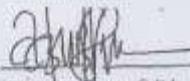
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PRONOUNCEMENT

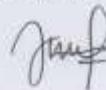
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CHAPTER I

INTRODUCTION

A. Background

Reading is one of the important aspects in learning English, because through reading we can get a lot of information. By reading, people will be able to think critically and able to develop in any case. It can not be denied that people who are successful in academics are those who familiarize themselves in cultivating reading and fostering a sense of love towards reading. Since reading of any sort is an activity, all reading must to some degree be active. Completely passive reading is impossible; we cannot read with our eyes immobilized and our minds asleep. Hence when we contrast active with passive reading, our purpose is, first, to call attention to the fact that reading can be *more* or *less active*, and second, to point out that the *more active* the reading the *better*. One reader is better than another in proportion as he is capable of a greater range of activity in reading and exerts more effort. He is better if he demands more of himself and of the text before him.¹

Lack of students in reading can be known by looking at the atmosphere of the library at school. Evidently that among many students who are in MAN Palopo, only one or two students who visit the library at break time. Based on the results of these studies, researcher want to provide a way or method that can be

¹Mortimor and Charles, *How to Read A Book*, (New York: Simon & Schuter, Inc, 2017), p. 6.

applied by teachers that is through the application of think pair and share strategy method in learning.

According to Anderson (1999 : 1) reading is an active, fluent process that involves the reader and the reading material in constructing the meaning. Furthermore, he notes that meaning does not reside on the printed page, nor is it only in the head of the reader. It means that reading can be constructed by combining the words on the printed page with the reader's background knowledge and experiences. Consequently, the teaching of reading should involve activities which connect the ideas on the text to what students already know.²

Strategy is an overall approach relating to the execution of the idea, planning, and execution of an activity within a certain period of time. In a good strategy there is coordination of work teams, having themes, identifying supportive factors that are in line with the principles of implementing ideas rationally, efficiently in funding, and having tactics to achieve goals effectively.

Think Pair Share strategy is one of the strategies that can be applied in using reading skill because Think Pair Share strategy is potential activity that give students feeling of freedom to express themselves. Think Pair Share strategy are also potentially useful to encourage students of interact with other orally.³ In this research, the researcher focuses on the Think Pair Share strategy.

The implementation of think pair and share strategy involved three major stages of using and learning English, namely: firstly, thinking: Students thought

²Anderson complete English Reading, 1999.P 2

³Marta Dallman et. All, *The Teaching of Reading* (New York: College Publishing 1982), p.22

independently about the question that have been posed, forming ideas of their own. Secondly, pairing: Students were discussing their thoughts in pairs. This step allows students to articulate their ideas and to consider those of others. Thirdly, Sharing: Students shared their ideas with other pairs and the whole class.⁴

The reason for using think pair and share strategy is you give more opportunities to students to make in reading skill during the times al located. The researcher assumes that think pair and share strategy are combination between language practice and fun. They can express their ideas freely because they do activities with their friends. This think pair and share strategy is also easy to admirer and flexible in terms of subject matter and design.⁵

Based on the previous studies above, there some similarities and differences among the three of the research above with this research. The similarities is the researchers want to using think, pair and share strategy (TPS) to improve students' reading skill of the tenth grade at Madrasah Aliyah Negeri Palopo. And the differences between this research with the three of the research above, the first research used pre-experimental design and the second research used Classroom action research design but had two cycles, and the third research used quantitative-experimental design, while the researcher in this research used quasi-experimental design.

⁴Arunee and Chanya Wiriyachutra, *How to read scientific and technical English Understandly* (Washington; A forum Anthology Volume, 1989)

⁵Edie William, *Reading in the Language Classroom* London; Modern English Publisher, 1991) ,p 202

Therefore, the researcher took Madrasah Aliyah Negeri Palopo as place to improve reading skill, because the researcher look students ability is very low because the students face difficulties when they want to English. Because the teacher use text book as teaching materials, Teacher can't good methods of learning and using appropriate media to give students. They are not motivated to speak English than they also shy speak English. Finally, students are more passive in the classroom.

Based on the previous statements, so the researcher has the initiative to use the Think Pair and Share strategy to teach reading and deliver a thesis entitled. **"Using Think Pair and Share Strategy (TPS) to Improve Students' Reading Skill of the Tenth Grade at Madrasah Aliyah Negeri Palopo"**.

B. Research Question

Based on the background above, the research problem is as follows:

Does the use of Think Pair and Share strategy improve students' reading skill of the tenth grade at Madrasah Aliyah Negeri Madrasah Aliyah Negeri Palopo.?

C. Objective of the Research

The objective of this research is to find out whether or not the use of think, pair and share strategy improve students' reading skill of the tenth Grade at Madrasah Aliyah Negeri Palopo.

D. Significance of the Research

The result of the research is expected to be useful information to the English learner in general who want to improve students' reading skill.

1. The researcher expects this research would be a piece of useful information for the teacher of English especially in teaching reading

2. It is also expected that the students can be motivated to learn English so that they are able to master English reading skill well and help the student to get interesting strategy in teaching reading skill.

3. It is also useful for the further researcher as a reference if she wants to conduct a research on reading skill so that the research can be refined.

E. Scope of the Research

The scope of the research is focused on several aspects, namely: By discipline, this research under apply English language teaching. By activity, the researcher used a think pair and share strategy to improve reading skill. By content, the researcher focused on reading assessment that consists of five aspects namely, identifying the main idea, identifying specific information, determining references, making an inference, and understanding vocabulary. This research used narrative text in teaching reading skill.

F. Definition of Terms

1. Reading skills

According to Harjasujana (2013)⁶ revealed that the reading is an activity to respond to written symbols using the right understanding. This means that reading responds to all writers' expression so that they are able to understand reading material well.

⁶Harjasujana (2013) *The International Journal of Research and Review*_Volume 3 september 2009, Accessed on 02th July 2019

2. Think Pair and Share strategy.

Think pair and share is cooperative learning strategy in which students work together to solve a problem or answer a question about and assignment reading.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents previous of related research finding, some pertinent ideas, conceptual framework and hypothesis.

A. Previous Research Findings

1. Sabsuha (2013) has done research on the title” Think pair and share technique to improve students’ reading comprehension at eleventh grade of SMA Negeri Sawa. The objective of this research was find out whether, there are any significant improvement of students’ reading and to find out the motivate between the pretest and posttest of the students’ reading after they have been treatment. This research employed Pre-Experimental design namely The one-Group Pre-test and Posttest design. The sample consisted of 23 students’ at eleventh Grade of SMA Negeri Sawa. It can be concluded that the use Think Pair Share Techniques effective to be implemented in improving the students’ reading and students’ interested to learning reading through Think Pair Share Technique.⁷

The difference between previous researcher and this research is, the previous researcher taught the eleventh grade students’ of senior high school. This research employed pre-experimental design namely the one group, however the researcher

⁷ Sabrina Sabsuha (2013) *Think Pair and Share technique to improve students’ reading comprehension at elevent grade of SMA NegeriSawa* in the academic year of 2013/2014. Accessed on may 19,

taught the tenth grade and the researcher employed quasi-experimental design with two groups.

2. Wahyuni (2015) in this thesis entitled "Using Think Pair Share method to improve the reading skill on Narrative text on the students of MTSN Kunir Blitar."⁸ Based on the result of the research that had done to the class VIII-6 of MTsN Kunir Blitar, the test result of students' reading skill and the result of students' observation checklist from cycle 1 and 2 can be presented as below: In cycle 1, the implementation of Think Pair Share method to improve reading skill eight-grade students of MTsN Kunir Blitar is not successful yet. It can be known from the result of the score test, the students' participation in reading activities in cycle 2 increased 55.5 % from 25 % (9 students) in the second meeting of cycle I to 80,5% (29 students) in the cycle II. In other words, the cycle 2 was successful.

The difference between previous researcher and this research is, previous researcher taught the eighth grade students' of junior high school. This research employed a Classroom Action Research design with two cycle, however the researcher taught the tenth grade students' of senior high school and the researcher employed Quasi-experimental design two groups.

3. Yulianingsih (2017).⁹ The objective of her research was find out whether the use of Think pair and share Technique is effective in teaching descriptive

⁸Sri Wahyuni (2015/2016) using think pair and share method to improve the reading skill on narrative text on the students of MTSN Kunir blitar in the academic year of 2015/2016. Accessed on may 19.

⁹Lia Yulianingsih (2017/2018) the use of think pair and share technique in teaching reading to the seventh grade of senior high school of SMPN 1 Paliman in the academic year of 2017/2018. Accessed on may 19.

reading that improved students' achievement in reading comprehension. This objective is supported by Frank Lyman's theory."Think Pair Share is a learner centered and highly effective collaborative teaching strategy that is widely used in higher education". That statement was proven and can be seen from the students activities during the implementation of Think-Pair-Share in teaching learning activities. This study used quantitative method ,and experimental with one group pre-test-post-test as the design. There were thirty five students from the seventh grade of SMPN 1 Paliman Kabupaten Cirebon were used as the sample. In the experimental class, the writer used think-pair-share as the treatment, it has been done in three meeting, pre-test and pos-test was used to gain the data. There were ten question of essay students' sheet was used as instruments of the test. The experimental class showed a significant a significant reading comprehension, it shows that $t_{\text{account}} > t_{\text{table}}$ ($18.13 > 2.032$). Based on the result the writer concludes that use of think-pair-share technique in teaching descriptive text reading is effective in improving students' reading comprehension.

The difference between previous researcher and this research is, the previous researcher taught the seventh grade students' of junior high school. This research employed Pre-experimental design namely the one group, however the researcher taught the teach tenth grade students' of senior high school and the researcher employed Quasi-experimental design with two groups.

B. The Concept of Reading

1. Definition of Reading

Reading is one of four skill (listening, speaking, writing, reading) is important to be learned and mastered by every individual. According to Paulston (1976:157) states that reading is the most important skill of all for most students of English throughout the world. It means that they are not only expected to understand the structure but also to comprehend the meaning of the text.

Anderson, Hiebert, Scoot, and Wilkinson, revealed that reading is a basic life skill. It is a cornerstone for a child's success in school and, indeed, throughout life. Without the ability to read well, opportunities for personal fulfillment and job success inevitably will be lost.¹⁰

According to Nunan (1991) reading is a fluent process of readers combining information from a text and their own background knowledge to built meaning. By reading one can relax ,interact with feelings and troughs obtain information and improve he science knowledge according to bowmen, reading is an appropriate means to promote a live long learning (life-long learning).By teaching the children a future with provides a technique to explore how "the world" wherever he chose and provide the opportunity to get a goal.¹¹

Reading is one of the most important skills in learning language besides listening, writing, speaking. The fundamental goal of any reading activity knows the language. Simanjutak states" Reading is process of putting the reader in contact and communication with ideas", Broughton states that reading is a

¹⁰Yudhistira Adi Nugraha, *The influence ofThink pair share TPS on Students' reading Narrative Text at the Eighth Grade of junior high School 3 Kota Tangerang Selatan*. (2015). Accessed on January 2019.

¹¹David Nunan, *Practical English Language Teaching*, (Sidney: MacquareiUniversity : 1991). P. 68.

complex skill that involves the whole series of lesser skills, where skills means relate the ability to recognize stylized shapes which are figure on a ground, curves and lines and dots in pattern.¹²

Richard (2016) revealed that reading means to apply a process to form a meaning from written text. Today, not only can be read through the book alone. Reading can be done via the internet. Many news portals and websites that can broaden our knowledge about the world. We also to be good at choosing readings. Choose useful reading. Reading can also be a means of entertainment for people. Therefore reading for creating sound generation and advanced.

Reading is an active process that requires attention or a favorable attitude. Reading is an information process from the text and readers' knowledge which is first function in make a sentence. It may also be defined as learning to recognize the printed symbols that represent language and to respond intellectually and emotionally from the text while reading in additions, it conveys the information that makes and interaction between a reader text itself.¹³

Reading is a complex cognitive process of decoding symbols in order to construct or derive meaning (reading comprehension). It is a means of language acquisition , of communication, and of sharing information and ideas. Like all language, it is complex interaction between the text and the reader which is shaped by the reader's prior knowledge, experiences, attitude, and language community which is culturally and socially situated. The reading process requires

¹²David Cristal, *A Dictionary of Linguistics and Phonetics*, (New York: Basil Blackwell Lid: 1985). P.63.

¹³Beatric S. Mikulecky and Linda Jeffries, *Advance Reading Power*,(Person Longman, 2007), p.3.

continuous practice, development, and refinement. In addition, reading requires creativity and critical analysis. Consumers of literature make ventures with each piece, innately deviating from literal words to create images that make sense to them in the unfamiliar places the text describe. Because reading is such a complex process it cannot be controlled or restricted to one of two interpretations. There are no concrete laws in reading, but rather allows readers an escape to produce their own products introspectively. This promotes deep exploration of texts during interpretation readers use a variety of reading strategies to assist with decoding (to translate symbols into sounds or visual representations of speech) and comprehension. Readers may use context clues to identify the meaning of unknown words. Readers integrate the words they have read into their exiting framework of knowledge or schema (schemata theory)

Based on the definition by the experts above, the researcher concluded that reading skill is an activity that doing by person to understand the meaning of the text to get the information and knowledge.

2. Types of Reading

There are the following types of reading and the corresponding types of activities to develop the corresponding reading skill:¹⁴

- a. Skimming reading is reading to confirm expectations; reading for communicative tasks. Skimming is the most rudimentary type of reading. Its object is to familiarize you as quickly as possible with the material to be read.

¹⁴Inmon and Lenier. 1992. *College Reading Book 2*. New York: Prentice Hall.

- b. General reading or scanning is reading to extract specific information; reading for general understanding. Scanning is a skill that requires that you read quickly while looking for specific information. To scan a reading text, You should start at the top of the page and then move eyes quickly toward the bottom. Generally, scanning is a technique that is helpful when you are looking for the answer to a known question.
- c. Close reading or searching reading is reading for complete understanding; reading for detailed comprehension (information; function and discourse). Close reading is the most important skill you need for any form of literary students. It means paying especially close attention to what is printed on the page. Close reading means not only reading and understanding the meanings of the individual printed words, but also involves making yourself sensitive to all the nuances and connotations of language as it is used by skilled writers.

3. Purpose of Reading

In purpose of reading students, have to understand what the meaning of reading have too till by writer. Students must to be able to read for information and pleasure, for their career and for study purposes.

Grellet asserted that, there are two main reason for reading they are reading for pleasure and reading for information.¹⁵ From the reason, reading for information is readers have to be careful to read the information, to get information is not wrong, and we need skill in reading to read information.

¹⁵FrancoiseGrallet, *Developing Reading Skill*, (Cambridge: Cambridge University Press 2000), p. 4.

Grebe and Stoller classified the purpose of reading such as:

1. Reading to search for simple information and reading to skim. It is common reading ability, here the reader scan to the text to find out a specific piece information or a specific word.

2. Reading to learn from text. it happens in academic and professional context. It also requires remembering the main idea and supporting idea, making a relation with the reader's knowledge. The activity can bring stronger inference because it is help the reader remember information.

3. Reading to integrate information writes and analyzes text. the skill needs critical evaluation where the reader integrates and decides the information that she/he wants. Then, it involves competence such as composing, selecting and making critique from the material.

4. Reading to general comprehension. It be done by fluent readers very fast and automatically in the processing word. And effective coordination in many process of the text.¹⁶

Based on the explanation above, the researcher conclude that the purpose of reading is to get involve skill person to analyze a text and to get something information in the reading.

4. Level of Reading Comprehension

According to Robert Burns (2019) reading comprehension consist of four categories, they were:

1. Literal Reading (reading the line)

¹⁶Williams Grabe and Fredica L Stoller, *Teaching and Researching Reading* (Essex: Person education, 2002), p. 13.

This is the level getting primary, direct literal reasoning for it merely a skill of finding what the authors say. In this case, a reader must first understand what the authors say and can draw an inference or make evaluation. The students are able to recall, identify, classify, and sequence details, facts, effects and stated main ideas from a variety of written materials, and can interpret directions.

In this level, reading is aimed at obtaining the information of a text effectively, especially in comprehending the text as it stated by words, sentences, or paragraph in text.

2. Interpretative Reading (reading between the line)

It includes thinking skill in which readers identify ideas and meaning that are not stated explicitly in the written text. In addition, it is higher level than literal reading in that reader may generalize. Determine cause and effect relationship, identify motives, and make comparison. To comprehend at the interpretative level the reader must be able to understand an indirect message which is contained in literal words, and must infer what the author means or tries to say. Interpretative comprehension usually includes making inference about main ideas of passage, referents of adverbs, omitted words. Besides, it also contains detecting the mood of the passage and the author's purpose in writing a selection, drawing conclusion and interpreting figurative language.

3. Applied Reading

It includes both literal comprehension and interpretative comprehension. It requires a reader to react in terms of its relevance and

significance and he/she also involved in creating new insights about the material. Put of applied reading is evaluating written material.

4. Creative Reading

Creative comprehension involves the positive response of the reader about what has been read. Sometimes a response may not be evident because it is intensely private. Understanding at the creative level involves applying new knowledge to an existing situation, or applying existing knowledge to a new situation. It is concerned with the production of new idea and the solving of problems of an opened kind, where more than one course of action is possible. This occurs when reader applies what has been read a new situation and then recombines the author's ideas to make new concept. Through creative comprehension, a reader creates something new.

C. Concept of Narrative Text

a. Definition of Narrative Text

According to Anderson in Harwiningsih (1998:3), a narrative text is a text that tells a story, in doing so, entertains the audience. According to Sadler and Hayllar (as cited in Arroyani, 2010), the narrative is telling a story. The social function of narrative text is to entertain or amuse the readers.

Narrative text is a story that entertains and/or informs the reader, while carrying a message resulting in a theme (a universal idea that crosses over time and culture), and/or a moral (a lesson learned from the story).¹⁷

¹⁷Nancy Fetzter. *Narrative Text Organization*. 2006. p. 26.

Narrative text is a story with complication or problematic events and it tries to find the resolutions to solve the problems. Narrative text is a text focusing specific participant which tells an interesting story. Its social function is to tell stories or past events and entertain or amuse the readers. The basic purpose of narrative is to entertain, to gain and hold a readers' interest. However narratives can also be written television dramas that are used to raise topical issues.¹⁸

According to Bierce in Hasan, narration or narrative is the form of writing used to related story of acts or events. It is place concurrencies in time and tells what happened according to nature of time sequence. Types of narration include short story, novels and news stories as well as large part or our everyday social interchange in the form of letters and conversation.¹⁹

Narrative is a text focusing specific participants which tells an interesting story. Its social function is to tell stories or past events and entertain or amuse the readers.²⁰

b. Generic Structure of Narrative Text

A narrative text should have many parts or generic structure namely orientation, complication and resolution like what is stated below:

- a. Orientation :in introduces the participants and informs the time and the place.

¹⁸Dick King Smith. <http://englishonline.tki.org.nz/English-Online/Teacher-needs/Reviewed-resource/Reading/Features-of-text-forms/Narrative>. Accessed on November 30nd 2018.

¹³Fraida dobin, "*Course Design Developing Programs and Material for Language Learning*" (New York, 1987) P, 152.

b. Complication: It describes the rising crises which the participants have to do with.

c. Resolution: It shows the way of participants to solve the crises, better or worse.

In other statement from R.K Sadler in Agung Wahyono Nugroho, (2000:12). It's social function is to entertain or amuse the readers. The generic structure of narrative text is orientation, complication, and resolution. Orientation introduces main characters, setting, and time. Complication tells the problem happens among the characters, and resolution contain the problem resolved. It also has significant grammatical features, that are using adverbs, such as: long time ago, once upon a time, etc. And used past form.²¹

Narration is a telling a story. Then to be interesting, a good story must have interesting content. It should tell about an event our audience would find engaging. We might even think of our narrative a movie in which readers see people in action and hear them speak. Therefore, it should be detailed and clear, with event engaged in order in which they happened or in some other effective way.

According to Laurence (2008) said a narrative was a story created in a constructive format (as a work of writing, speech, poetry, prose, pictures, song,

¹⁴NancyFetzer. *Narrative Text Organization*.2006.p. 26.

¹⁵. *Kinds of Narrative*. (online). [http://www.Nurdiono.com/freenglishcourse.info/kinds-of-narrative kinds-narrative-text/](http://www.Nurdiono.com/freenglishcourse.info/kinds-of-narrative-kinds-narrative-text/). Accessed on 15th January 2019.

motion pictures, video game, theatre and dance) that describes a sequence of events, which is based on life.²²

c. Kinds of Narrative Text

According to Djatmika and Wulandari Narrative text is divided into three types. They are a true story, a fable, and folk tale.²³

a. true story is a personal experience of character in the story. It is made based on the fact that the character found in his/her life. This story is an interesting experience of the character in a specific time in her/his life.

1. fable: simple fable is a story animal which behave like human.

2. Myths: stories are believed by some people but the stories cannot be true. It was told in an ancient culture to explain a practice, belief, or natural occurrence.

3. Legend: it simple a story which relates to on how a places in formed.

4. Fairy tales: story relate much which magic things.

5. Science fiction story: story which explore the science as the background or plot of the whole story.

6. Short story: story for one or two pages.

7. Parables: story that illustrates one or more instructive lesson or principles. Parable differs from a fables.

²²Dick King Smith. <http://englishonline.tki.org.nz/English-Online/Teacher-needs/Reviewed-resource/Reading/Features-of-text-forms/Narrative>. Accessed on November 30nd 2018.

²³Djatmika and Wulandari in Nurhasanah(thesis) 2014, Access on November 2018.

8. Novels: long even very long and complex story.
9. Horror story: a story with horror content.²⁴

b. Types of Narrative Text

There are some common types of narrative texts and those are usually some popular ones.

1. Humor

The purpose of humor story is to make the reader laugh as part of telling a story.

Example: Donald Duck

2. Romance

The romance narrative typically tells of two people as lovers who overcome difficulties to end up together.

Example : Romeo and Juliet

3. Crime

The literary genre that fictionalizes crimes, their detection, criminals, and their motives

Example: Munder on the orient express.

4. Historical fiction

Story with fictional characters and events in an historical setting

Example: The Three Musketeers

5. Mystery

²⁴*Kinds of Narrative.* (online). <http://freenglishcourse.info/kinds-of-narrative-jenismacam-narrative-text/>. Accessed on 15th January 2019.

Fiction dealing with the solution of a crime or the revealing of secrets.

Example :The Big Sleep

D. The Concept of Cooperative Learning

a. Definition of Cooperative Learning

Learning is the one the primary activities of students in the classroom. Successful learning is only on the right way to lead the process. Good learning atmosphere and method can guide the students to learn more and meaningful. To accomplish such condition ,teachers must create variety and attractive methods for be class.²⁵

Cooperative learning is a successful teaching strategy in which small teams, each which students of different levels of ability, use a variety of learning activities to improve their understanding of a subject. Meanwhile, Li & Lam (2005), stated that cooperative learning is a student-centered, instructor-facilitated instructional strategy in which a small group of students is responsible for its own learning and the learning of all groups members. Students interact whit each other in the same group to acquire and practice the elements of a subject matter in order to solve a problem, complete ask or achieve a goal.²⁶

David and Johnson (2011) states that cooperative learning is a successful teaching strategy in which small teams, each students of different level of ability

²⁵*Kinds of Narrative*. (online). <http://freenglishcourse.info/kinds-of-narrative-jenismacam-narrative-text/>. Accessed on 15th January 2019.

²⁶David and Roger Johnson, *Cooperative Learning*, 2011, Online <http://www.clcrc.com/pages/cl.html>. Accessed on December 13th 2018.

use a variety of learning activities to improve their understanding of a subject. Each member of team is responsible not only for learning what is taught but also for helping teams learn. Students work through the assignment until all group member successfully understand and complete it.²⁷

Each member of a team is responsible not only for learning what is taught but also for helping teammates learn, thus creating an atmosphere of achievement. As students work together in pairs and groups, they share information and come to each others' aid. They are a "team" whose players must work together in order to achieve goals successfully. There are some strategies in cooperative learning. One of the strategies is think pair share.

b. Types of Cooperative Learning

There are over 150 KAGAN Structures. All structures have different functions. Some are designed to produce mastery of high consensus content, others to produce thinking skills, and yet others foster communication skills.

1. **Jigsaw.** In this technique, teacher assigns a different mini-topic, to each member of team. The students research their assigned mini-topics, and then meet in expert groups with members of other teams assigned the same mini-topic to discuss and refine their understanding of the subject.

2. **Think-Pair-Share.** This is a four-step discussion strategy that incorporates wait time and aspects of cooperative learning. Students (and teachers) learn to listen while a question is posed, think (without raising hands) of a response with the whole class. Students are able to rehearse responses mentally

²⁷Kagan in HasanSulaeman Thesis.(2014). Thesis Stain Palopo.p.18.

and verbally, and all students have an opportunity to talk. Both students and teachers have increased opportunities to think and become involved in group discussions.

3. **Three-Step Interview.** This involves structured group activity with students. Using interviews/listening techniques that have been modeled, one student interviews another about an announced topic. When time is up, students switch roles as interviewer and interviewee. Pairs and join to form groups of four. Students take turns introducing their pairs partners and sharing what the pair partners had to say. This structure can be used as a team builder, and also for opinion questions, predicting, evaluation, sharing book report, etc.

4. **Roundtable.** This structure can be used for brainstorming, reviewing, or practicing while also serving as a team builder. Sequential form: students sit in teams of 3 or more, with one piece of paper and one pencil. The teacher asks a question which has multiple answers. Students take turns writing one answer on the paper, then passing the paper and pencil clockwise to the next person. When time is called, teams with the most correct answers are recognized. Teams reflect on their strategies and consider ways they could improve. Simultaneous form: each student starts a piece of paper, write one answer, and passes it, so several papers are moving at once.

5. **Number Head Together.** This structure is useful for quickly reviewing objective material in a fun way. The students in each team are numbered (each team might have 4 students numbered 1,2,3,4). Students coach each other on material to be mastered. Teachers pose a question and call a

number. Only the students with that the number are eligible to answer and earn points for their team, building both individual accountability and positive interdependence. This may be done with only one student in the class responding (sequential form), or with all the numbers, 3's for instance, responding using an every pupil response technique such as cards or hand signals (simultaneous form).²⁸

c. Element of Cooperative Learning

Brown and Ciuffetelli Parker (2009) and Siltala (2010) discuss the 5 *basic and essential elements* to cooperative learning:

1. Positive interdependence

Students must fully participate and put forth effort within their group. Each group member has a task/role/responsibility therefore must believe that they are responsible for their earning and that of their group.

2. Face-to-face interaction

Members promote each other's success. Students explain to one another what they have or are learning and assist one another with understanding and completion of assignment.

3. Individual and group accountability

²⁸Kagan in HasanSulaeman Thesis.(2014). Thesis Stain Palopo.p.18.

Each students must demonstrate mastery of the content being studied. Each students is accountable for their learning and work, therefore eliminating “social loafing”.

4. Social skills

Social skills include the ways of students interact with each other to achieve activity or task objectives (e.g. praising and recognition). Since the students will free to express themselves, the other will appreciate and help if necessary.

5. Group processing

Group processing, whereby the students are assessed of what they have learned, how they have learned best, and how they might do better as a learning group or team. This will be one of wonderful impression that each students in a team tries to master the lesson.²⁹

E. The Concept of Think Pair and Share

1. Definition of Think Pair Share

Think pair and share is cooperative learning strategy in which students work together to solve a problem or answer a question about and assignment reading. The strategy of think pair share (TPS) or thinking pairwise sharing is a type of cooperative learning designed to influence the pattern of student interaction. Meanwhile, Crass (2007) in Sudirman (2016) states that think, pair and share (TPS) technique is a cooperative teaching strategy that includes three components; time for thinking, time for pairing, time for sharing. This thinking

²⁹Brown, et.at., online, http://en.wikipedia.org/wiki/cooperative_learning. Accessed on January 25th 2019.

pair-share strategy employed from cooperative learning research and waiting time.³⁰

First developed by Frank Lyman and colleagues at the University of Maryland as quoted Arends (2013), states that the think pair share is an effective way to create variations in the atmosphere of class discussion patterns. Assuming that all recitations or discussions require settings to control the class as a whole, and the procedures used in think pair share can give students more time to think, to respond and to help each other. Teachers estimate only complete a brief presentation or students read the assignment, or a questionable situation. Now teachers want students to consider more of what has been explained and experienced. Teachers choose to use think-pair-share to compare whole group questions.³¹

Raba (2017) explained the influence of Think Pair and Share (TPS) on improving students' oral communication skills, to foster critical thinking to provide an opportunity for students to work independently and increase in their self-efficacy, participation, understanding and enjoyment levels after the intervention.³² Dol . M, (2014) found that 99% students' agreed that think-pair and share activity developed an interest in them to learn. 100_{0/0} students agreed that thinking about the problem and writing the solution during the think phased

²⁴Lyman F.,Think Pair Share: An Expanding Teaching Technique, (v.1; England:MAA CIE Cooperative News, 1987),(online) p.1-2.

²⁵Raba, A. A. A (2017). *The influence of Think-Pair-Share (TPS) On improving Students' Oral Communication Skills in EFL Classroom, Scientific Research*. Publishing, 8,12-23.

²⁶*International Journal of Research in Social Sciences*_http://www.ijmra, Email: editorijmie@gmail.com. Accessed on ¹⁴May 19.

helped them learning concepts more precisely. Also, 100% students agreed that they found the Think-Pair and Share activity effective. Sugiarto and Sumarsono (2014) explain the implementation of Think-Pair and Share model to improve students' ability in reading narrative text.

2. The Purpose of Think Pair and Share Strategy

Think Pair and Share Strategy engages students' in a step-by-step process that guides them through informational text. The students' are able to provide opportunities to talk about a story or text as they read it. It means that the use of Think Pair Share Strategy helps students' to develop their critical thinking based on the information they read.

Based on reading rockets journal, the purpose of think pair share is :

- 1). Helps students to think individually about the topic or answer to a question
- 2). Teacher students' to share ideas with classmates and builds oral communication skills
- 3). Help focus attention and engage students' comprehending the reading material

3. Step of the Think Pair Share

The teacher uses the following steps (phases):

Step 1: Think (thinking): The teacher asks a question or problem associated with the lesson, and asks students to take a few minutes to think for themselves the answer or problem

Step 2: Pair (pairing): Next the teacher asks the students to pair up and discuss what they have gained. Interactions during the time provided can unify the answer if a proposed question brings together the idea when a specific problem is identified. Normally the teacher gives no more than 4 or 5 minutes to pair.

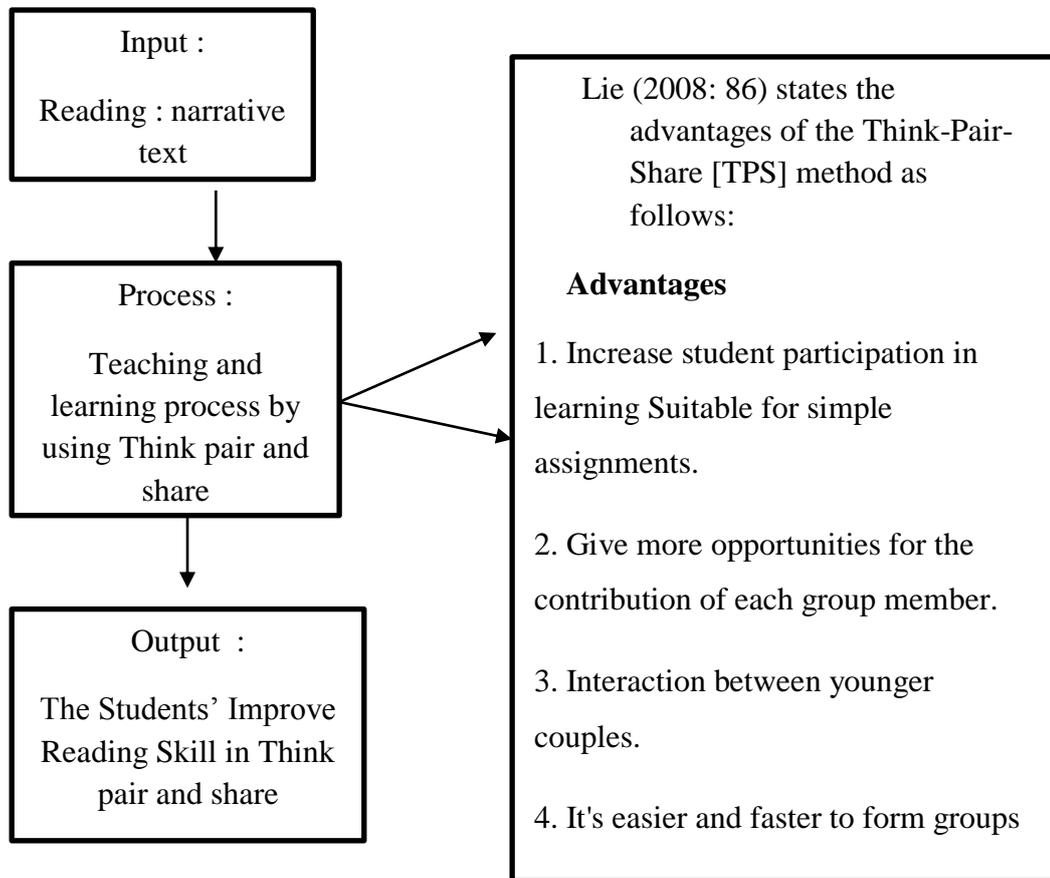
Step 3: Sharing (sharing): In the final step, the teacher asks the couples to share with the whole class they have been talking about. It is effective to get around the room from couple to couple and continue until about some couples get a chance to report.

Arends, (1997) adapted Tjokrodihardjo, (2003).

Before introducing the Think-Pair-Share strategy to students, the teacher set targets for this lesson. The teacher can choose to use new text that the teacher, the teacher or you may want to develop a series of questions or hints that target the key content concepts the teachers have learned

Describe the strategies and goals with students, and provide guidance for the discussions that will take place. Explain to students that they will (1) think individually about a topic or answer a question, (2) pair up with a partner and discuss topics or questions; and (3) share ideas with the rest of the class.

F. Conceptual Framework



Based on the above concept, this shows that the problem in this study is that students have difficulty understanding narrative texts. based on the problem, researchers used the TPS Strategy to solve the problem. TPS strategy is a type of cooperative learning to help students read. The students are divided into groups consisting of two students. Then, the researcher will provide narrative text reading material, and before that the researcher explains about the narrative text and the generic structure of the narrative text to students and then the researcher asks students to read and understand the text of each student getting around 1-2

paragraphs and discussion in teamwork . before the researcher determines the group the researcher first asks students to think about the narrative text that has been shared, then the researcher determines the pair of students then students read and look for ideas in the reading, after the student determines the results of the reading with his partner then one of each group reads the results and the answers that have been obtained to other groups then the teacher tells students to listen to each group that is pointed out, after all is finished the teacher collects the answers of all students and gives them the value.

The next steps are implementation of the use think pair and share strategy in teaching reading. This step is also call by giving treatment. In this step the researcher will conduct four meetings in implementation of the use of think pair and share strategy in teaching students' reading skill. In each meeting, there will be different topic which gives to the students'.

G. Hyphotesis

Based on the review related of literature above the researcher present the hypothesis as follow:

H₁: The use of think, pair and share strategy improves students' reading skill of the first year at Madrasah Aliyah Negeri MAN Palopo.

H₂: The use of think, pair and share strategy does not improve students' reading skill of the first year at Madrasah Aliyah Negeri MAN Palopo.

CHAPTER III

RESEARCH METHOD

A. Research Design

This research used Quasi- experimental design chosen in this research because it is a procedure for testing a hypothesis by setting up a situation in which the strength of the relationship between variables can be tested.³³ Also, it established possible cause-effect between independent and dependent variables.

Quasi experiment design is one of approaches that use two groups; those are experimental class and control class.

Figure 3.1 Research Design

Group	Pretest	Treatment	Posttest
E	01	X	02
C	03		04

Where:

E : Experimental Class

C : Control Class

O1 :Pre-test experimental class

³³John W. Creswell, *Educational Research:Planning Conducting and Evaluating Quantitative and Qualitative Research-International Edition*(Boston:perason, 2008), p..60

²⁵ David Nunan, *Research Mhetods in Language Learning*, (NEW York Cambridge University Press, 1992), pp.24-25

²⁶ Jonh W. Creswell,*op. Cit.*,p.299.

O2 : posttest experimental class

O3 : Pretest control class

O4 : Posttest control class

X : Using Treatment⁵³⁴

(Creswell, 2008)

B. Variables

In this research, there were two categories of variables, namely :

1. Dependent Variable

Dependent variable was the improvement of students' reading skill.

2. Independent Variable

The independent variable reading was using Think, Pair and Share strategy.

C. Operational Definition of Variables

To make clear the variables in this research, the researcher describes the operational definition as follows:

1. Think pair and share strategy is the strategy that teacher use in teaching in order to improve students' interest in reading skill.
2. Students' reading skill achievement. The students' are hoped to understand the content, ideas can be expressed and the text is implied.

³⁴John W. Creswell, *Educational Research: Planning Conducting and Evaluating Quantitative and Qualitative Research-International Edition* (Boston: Perason, 2008), p., 60

D. Population and Samples

1. Population

The population of the research was the tenth grade of students' MAN Palopo. There were 9 classes of the tenth grade. The total number of students' or population was 324 students'.

2. Samples

The researcher would applied purposive sampling technique. In this case, the researcher takes two classes, namely class X MIA I and X MIA 2 of the tenth grade students' of Madrasah Aliyah Negeri MAN Palopo as the sample. Both of classes would be divided into two groups, they are Experimental class and Control class that consisted of 32 students' for each class.

E. Instruments of the Research

The instrument of this research was a reading test of English consisted of 20 multiple choice questions taken from some books of English for the tenth grade students' of senior high school. The test that would be given to the students in experimental and control class.

F. Procedure of Collecting Data

The procedure of collecting data in this research is:

1. Pretest

Before doing treatment, the researcher would apply a pre-test. The students in the class joined the test. The researcher would distribute the test to identify the students prior knowledge in Reading Narrative Text.

2. Treatment

After giving the pre test to the students the researcher gave the treatment. The researcher conducted the treatment for fifth meetings. In each meeting the researcher used different topics of narrative test. The steps on treatment were explained as follows:

a. The first meeting

The researcher gave an example of narrative text entitled “ Prophet Ibrahim AS “

Step 1 : Think (Thinking)

- The researcher wrote the title of the reading text on the board
- The researcher asked the students to think about the title of the text
- The researcher gave reading texts for each student

Step 2 : Pair (pairing)

- The researcher asked all students to determine their partners, each group consists of 4 people
- The researcher instructed all groups to discuss with their group what they have been read in the text.

- The researcher provided an opportunity for each group to answer questions that have been given by the researcher, this took place for ten-minutes.
- Then the teacher asks each group to prepare the results of the answer.

Step 3 : Share (Sharing)

- The researcher asked for each group representative to read the group, and all the students who spell out the results of the answers.
- After all the groups have received a part of their discussion, the researcher asked them to sit back with their group.
- The final step of the researcher asked all tasks of the students then the researcher gave a score.

b. The second meeting

The researcher gave an example of narrative text entitled “ Story of Abu Bakr Ash-shiddiq“

Step 1 : Think (Thinking)

- The researcher wrote the title of the reading text on the board
- The researcher asked the students to think about the title of the text
- The researcher gave reading texts for each student

Step 2 : Pair (pairing)

- The researcher asked all students to determine their partners, each group consists of 4 people
- The researcher instructed all groups to discuss with their group what they have been read in the text.
- The researcher provided an opportunity for each group to answer questions that have been given by the researcher, this took place for ten-minutes.
- Then the teacher asks each group to prepare the results of the answer.

Step 3 : Share (Sharing)

- The researcher asked for each group representative to read the group, and all the students who spell out the results of the answers.
- After all the groups have received a part of their discussion, the researcher asked them to sit back with their group.
- The final step of the researcher asked all tasks of the students then the researcher gave a score.

c. The third meeting

The researcher gave an example of narrative text entitled “ Story of the Prophet Muhammad SAW. “

Step 1 : Think (Thinking)

- The researcher wrote the title of the reading text on the board

- The researcher asked the students to think about the title of the text
- The researcher gave reading texts for each student

Step 2 : Pair (pairing)

- The researcher asked all students to determine their partners, each group consists of 4 people
- The researcher instructed all groups to discuss with their group what they have been read in the text.
- The researcher provided an opportunity for each group to answer questions that have been given by the researcher, this took place for ten-minutes.
- Then the teacher asks each group to prepare the results of the answer.

Step 3 : Share (Sharing)

- The researcher asked for each group representative to read the group, and all the students who spell out the results of the answers.
- After all the groups have received a part of their discussion, the researcher asked them to sit back with their group.
- The final step of the researcher asked all tasks of the students then the researcher gave a score.

d. The fourth meeting

The researcher gave an example of narrative text entitled “ Prophet Isa AS “

Step 1 : Think (Thinking)

- The researcher wrote the title of the reading text on the board
- The researcher asked the students to think about the title of the text
- The researcher gave reading texts for each student

Step 2 : Pair (pairing)

- The researcher asked all students to determine their partners, each group consists of 4 people
- The researcher instructed all groups to discuss with their group what they have been read in the text.
- The researcher provided an opportunity for each group to answer questions that have been given by the researcher, this took place for ten-minutes.
- Then the teacher asks each group to prepare the results of the answer.

Step 3 : Share (Sharing)

- The researcher asked for each group representative to read the group, and all the students who spell out the results of the answers.
- After all the groups have received a part of their discussion, the researcher asked them to sit back with their group.
- The final step of the researcher asked all tasks of the students then the researcher gave a score.

e. The fifth meeting

The researcher gave an example of narrative text entitled “ Prophet Ishaq AS“

Step 1 : Think (Thinking)

- The researcher wrote the title of the reading text on the board
- The researcher asked the students to think about the title of the text
- The researcher gave reading texts for each student

Step 2 : Pair (pairing)

- The researcher asked all students to determine their partners, each group consists of 4 people
- The researcher instructed all groups to discuss with their group what they have been read in the text.
- The researcher provided an opportunity for each group to answer questions that have been given by the researcher, this took place for ten-minutes.
- Then the teacher asks each group to prepare the results of the answer.

Step 3 : Share (Sharing)

- The researcher asked for each group representative to read the group, and all the students who spell out the results of the answers.

- After all the groups have received a part of their discussion, the researcher asked them to sit back with their group.
- The final step of the researcher asked all tasks of the students then the researcher gave a score.

3. Posttest

After doing the treatment, the researcher would apply a post-test. Students' in the class joining the test. The researcher would distrust the test to identify the students' prior knowledge in reading narrative Text.

G. Technique of Data Analysis

1. Reading Assessment

Table 3.1 Reading Assessment³⁵

	Poor 1 pts	Fair 2 pts	Good 3 pts
Main Idea	Misidentifies main idea, or fails to identify the main idea.	Identifies main idea, but cannot identify supporting details.	Identifies main idea as well as supporting details.
vocabulary	Attempts to decode unfamiliar word in text, but does not independently interpret meaning.	Decodes unfamiliar word, but is not always able to interpret meaning from context.	Interpret meanings of unfamiliar words.

³⁵Penny Mckay. "Assessing Young Language Learners", (Cambridge : 2007).p.354.

Context	Cannot identifies Contextual references to Interpret meaning.	Identifies minimal contextual, references to interpret meaning.	Identifies most contextual references to interpret meaning.
Sequence	Cannot identify keywords or sequential textual passages.	Identifies sequential elements of message, but has trouble with the reorganization of the sequential elements.	Exhibits ability to identify sequential elements as well as the ability to recognize the elements into a sequential order.
Inference	Cannot conclude inferred messages nor identify prose that may infer them and misconcludes inferred messages.	Identifies limited inferred messages, or recognize, but misinterprets the inference.	Can identify when message are inferred and can conclude accurate meaning.

2. Scoring Classification

Looking for students score, by using the following formula:

The total of the students' correct answer

$$\text{Score} = \frac{\text{The total of the students' correct answer}}{\text{The total of items}} \times 100$$

Classifying students score by using percentage:

$$P = \frac{FN}{\text{Total}} \times 100$$

Where:

P = Percentage

F = Frequency

N = Number of Sample

Classifying the score of the students into six levels as follows:

No	Score	Classification
1	86 - 100	Excellent
2	71 - 85	Very Good
3	56 - 70	Good
4	41 - 55	Average
5	26 - 40	Poor
6	≤ 25	Very Poor

Calculating the mean score, finding out the standard deviation of the pretest and posttest computing the frequency and the rate percentage of the students' scores by using SPSS 20.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

The researcher achieved the data in the form of a score. The score divided from the test. There were pretest and posttest. The pretest was held on 22nd August, 2019. Before giving the pretest the researcher did the treatment to experimental class (X MIA 1) that was held on 29rd August until 04th September 2019. The last posttest held on 09th September 2019. The researcher will discuss the finding the student's reading between the experimental classes were given the treatment and control class were not given the treatment.

1. The Analysis Student's Reading Test Score In Pre-test and Post-test in Experimental Class and Control Class

In this section, the researcher showed the complete score of the students, reading comprehension in pre-test. The researcher would present them in tables and calculate the score by SPSS 20. It tabulated by following table:

1. The students' pretest of experimental and control class

The pretest was conducted in order to measure the students' reading in experiment control class before giving treatment by using think, pair, and share in experimental class and without think, pair, and share in control class. The following are the description of the students' pretest score in the experimental and control class.

Table 4.1

The students' pretest of experimental class and control class

Respondent	Pretest of Experimental Class	Pretest of Control Class
R1	75	60
R2	60	65
R3	70	50
R4	50	55
R5	55	60
R6	26	70
R7	75	70
R8	60	65
R9	75	60
R10	80	65
R11	55	50
R12	55	50
R13	70	75
R14	60	70
R15	80	60
R16	70	45
R17	60	55
R18	45	60
R19	60	40

R20	50	60
R21	50	65
R22	50	65
R23	60	60
R24	75	75
R25	45	60
R26	60	75
R27	50	45
R28	50	60
R29	60	55
R30	50	60
R31	55	60
R32	75	65

Based on the table 4.1 Shown that the data result indicates that the students' pretest score of experimental and control class. The data of pretest score of experimental class showed that the data showed, 2 students achieved score 80, 5 students achieved score 75, 3 students achieved score 70, 8 students achieved score 60, 4 students achieved score 55, 7students' achieved score 50, 2 students' achieved score 45 and 1 student achieved score 26. While the data pretest of control class showed, 3 students achieved score 75, 3 students achieved score 70, 6 students achieved score 65, 11 students achieved score 60, 3 students achieved score 55, 3 students' achieved score 50, 2 students' achieved score 45 and 1 student achieved score 40.

a. The students' Scoring Classification of Students' Pretest score of Experimental class And Control Class

In this classification, the writer presents the frequency and percentage of the students' pretest of experimental class and control class. It shows the improvement of the students in experimental class and control class before after giving treatment by using jumbled letters game.

The following able to be the data achieved from the experimental and control class after giving treatment.

Table 4.2
Frequency and Percentage of Students Pretest of Experimental Class and Control Class

No	Classification	Score	Pretest Of Experimental Class		Pretest Of Control Class	
			Frequency	Percentage	Frequency	Percentage
1	Excellent	86-100	0	0%	0	0%
2	Very Good	71-85	7	22%	3	9%
3	Good	56-70	11	34%	20	63%
4	Average	41-55	13	41%	8	25%
5	Poor	26-40	1	3%	1	3%
6	Very Poor	<25	0	0%	0	0%
Total			32	100%	32	100%

Table 4.2 showed of the data of pretest in experimental and control class. The data pretest of experimental were 7 students (22%) in very good classification, 11 students (34%) in good, 13 students (41%) in average classification and 1 student (3%) in poor classification. While the data pretest of control class were 3 students (9%) in very good classification, 20 students (63%)

in good classification, 8 students (25%) in average classification and 1 students (3%) in poor classification. And none students of both classes are excellent classification and very good classification.

- b. The mean score and standard deviation of students' pretest score of experimental class and control class.

In this part, the researcher described the mean score and standard deviation in order to compare a mean score of pretest in experimental class and control class before giving treatment.

Table 4.3

The Mean Score and Standard Deviation of Students' Pretest in Experimental and Control Class

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
pretest experiment class	32	26.00	80.00	59.7188	12.21906
pretest control class	32	40.00	75.00	60.3125	8.70090
Valid N (listwise)	32				

Table 4.3 showed there was a difference between the mean score of pretest in experimental and control class. The mean score of pretest in experimental class was 59.7188 and control class was 60.3125. It means the mean score of pretest in experimental class was lower than the mean score in control class ($59,718 < 60,3125$). The standard deviation of pretest in experimental class was higher than the standard deviation in control class ($12,21906 > 08,70090$).

c. The Calculation of t-test pretest of experimental class and control class

In this part, the researcher described the calculation of t-test paired samples statistic and paired sample t-test of pretest in experimental class and control class before giving treatment.

Table 4.4
The Paired Samples Statistic Pretest of Experimental Class and Control Class

Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Pretest experiment class	59.7188	32	12.21906	2.16005
Pretest control class	60.3125	32	8.70090	1.53812

The table 4.4 was described the statistical result of the experimental class and control class. From the class of the table above, N was the total of the subject data which was 32 from group experimental class and 32 from control class. It could be seen that between pretest of experimental and control class is significantly different. The mean that acquired by the experimental class was 59,7188 while the mean score of control class was 60,3125. Further the statistical hypothesis of the research was described in the table below:

Table 4.5
The Paired Samples Test Pretest of Experimental Class and Control Class

Paired Samples Test

	Paired Differences					t	Df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 pretest experiment class pretest control class	-.59375	14.31187	2.53001	-5.75373	4.56623	-.235	31	.816

Based on the result of data analysis as summarized in Table 4.5 above in pretest of experimental class and control class, the researcher found that the Probability Value is higher than alpha (α) ($0.816 > 0.05$) which means that there is no significant difference in pretest of both class.

2. The analysis of students' posttest score

In the following analysis, it would be presented research findings. The score of students' posttest was collected. The researcher discussed the finding of the students' vocabulary between the experimental class were given the treatment and control class were after given the treatment.

- a. The students' posttest of experimental and control class

The posttest was conducted after giving treatment in order to find out the influence of Jumbled letters game students' vocabulary in experimental and control class. The following were the description of the students' posttest score in the experimental and control class.

Table 4.6

The Students' Posttest of Experimental class and Control Class

Respondent	Posttest of Experimental Class	Posttest of Control Class
R1	90	75
R2	85	75
R3	85	80
R4	85	75
R5	90	75
R6	85	80
R7	85	75
R8	85	75
R9	90	80
R10	90	80
R11	85	75
R12	90	75
R13	85	75
R14	85	75
R15	85	80

R16	85	75
R17	85	75
R18	85	80
R19	90	80
R20	85	80
R21	90	75
R22	90	75
R23	90	80
R24	90	75
R25	90	80
R26	90	75
R27	85	75
R28	85	75
R29	90	80
R30	85	80
R31	85	75
R32	90	75

Based on the table 4.6 Shown that the data result indicates that the students' posttest score of experimental and control class. The data of posttest score of experimental class showed that the 16 students achieved score 90 and 16 students achieved score 85. While the data posttest of control class showed, 12 students achieved score 80 and 20 students achieved score 75.

b. The students' Scoring Classification of Students' Posttest score of Experimental class and Control Class

In this classification, the writer presents the frequency and percentage of the students' posttest of experimental class and control class. It shows the improvement of the students in experimental class and control class after giving treatment by using jumbled letters game.

The following able to be the data achieved from the experimental and control class after giving treatment.

Table 4.7
Frequency and Percentage of Students Posttest of Experimental Class and Control Class

No	Classification	Score	Posttest of Experimental Class		Posttest of Control Class	
			Frequency	Percentage	Frequency	Percentage
1	Excellent	86-100	16	50%	32	100%
2	Very Good	71-85	16	50%	0	0%
3	Good	56-70	0	0%	0	0%
4	Average	41-55	0	0%	0	0%
5	Poor	26-40	0	0%	0	0%
7	Very Poor	<25	0	0%	0	0%
Total			32	100%	32	100%

Table 4.7 showed of the data of posttest in experimental and control class. The data pretest of experimental were 16 students (50%) in excellent classification, and 16 students (50%) in very good classification. While the data posttest of control class were 32 students (100%) in excellent classification, and all students in excellent classification of experimental class

The mean score and standard deviation of students' posttest score of experimental class and control class.

In this part the researcher described the mean score and standard deviation in order to compare a mean score of posttest. In experimental class and control class after giving treatment.

Table 4.8

The Mean Score and Standard Deviation of Students' Posttest in Experimental and Control Class

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
posttest experimental class	32	85.00	90.00	87.1875	2.52008
posttest control class	32	75.00	80.00	76.8750	2.45935
Valid N (listwise)	32				

Table 4.8 showed there was a difference between the mean score of posttest in experimental and control class. The mean score of posttest in experimental class was 87,18 and control class was 76,8. It means the mean score of pretest in experimental class was higher than the mean score in control class (87.1875>76,8750). The standard deviation of posttest in experimental class was lower than the standard deviation in control class (2.52008 >2.45935).

c. The Calculation of t-test posttest of experimental class and control class

In this part, the researcher described the calculation of t-test paired samples statistic and paired sample t-test of pretest in experimental class and control class after giving treatment.

Table 4.9
The Paired Samples Statistic of Posttest in Experimental Class and Control Class

Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 posttest control class	76.8750	32	2.45935	.43476
Pair 1 posttest experimental class	87.1875	32	2.52008	.44549

Table 4.9 described the statistical result of the posttest experimental class and control class. From the class of the table above, N was the total of the subject data which was 32 from class experimental class and 32 from control class. It could be seen that between posttest of experimental class and control class is significantly different. The mean that acquire by the experimental group was 87.1875 while the mean score of control class was 76,8750. Further the statistical hypothesis of the research was described in the table below:

Table 4.10
The Paired Samples Test of Posttest in Experimental Class and Control Class

Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Posttest control class – Posttest experimental class	-10.31250	3.34507	.59133	-11.51853	-9.10647	-17.439	31	.000

Based on the result of data analysis as summarized in Table 4.10 above in pretest of control and experimental group, the researcher found that the Probability Value is lower than alpha (α) ($0.816 > 0.05$) and the degree of freedom 28 which means that there is significant difference in posttest. It indicated that the null hypothesis (H_1) was accepted and, of course, the alternative hypothesis (H_0) was rejected. It showed that the use of think, pair and share as an effective improve the students' reading and gave significantly greater contribution to the students' reading skill.

B. Discussion

Based on result of the data analysis above showed that the use of think, pair, and share strategy improve students' reading skill, it can be seen on the result students' response and pretest-posttest. for example students R1, R2 and R3.

This research used quasi experimental consists of two groups they are experimental class and control class. Both of class have been gave pretest and posttest. In this study, the researcher applied narrative text to teach reading skill of tenth grade at Madrasah Aliyah Negeri Palopo. In experimental class has been gave treatment that was teaching reading skill without using think pair and share.

The student R1 whether found difficult to answer the questions about reading narrative text, before gave the treatment. So, student R1 got score fair in pretest. When the researcher gave the treatment, the responded of students' R1 was very good. The student R1 got easy to answer the questions, because in think, pair, and share strategy she can shared information about reading and work group. So, student R1 got good score in treatment. After the researcher gave the treatment the student R1 can answer all questions well. So, student R1 got good score in posttest.

The student R2 found a bit difficult to answer the questions about reading narrative text, before the researcher gave the treatment. So, student R2 got score poor in pretest. When the researcher gave the treatment, the responded of students' R2 was good enough. The student R2 got easy to answer the questions, because in think, pair, and share strategy she can shared information about reading and work group. So, student R2 got fair score in treatment. After the researcher gave the treatment the student R2 can answer several questions well. So, student R2 got fair score in posttest.

The student R3 had difficult to answer the questions about reading narrative text before the researcher gave the treatment. So, student R3 got score poor in pretest. When the researcher gave the treatment, the responded of students' R3 was low. Because during the researcher gave the treatment, the student R3 do not pay attention and she can not shared information about reading and work group with her group. So, student R3 got poor score in treatment. After

the researcher gave the treatment the student R3 can not answer the questions. So, student R3 got poor score in posttest.

Based on result of the data analysis, there were difference between students pretest result in experimental class and control class. In experimental class there were 1 students who got poor score, 13 students who got average score, 11 students' who got good, 7 students' who got very good and nothing students got excellent score. Meanwhile, in control class there were 3 student who got very good score, 20 student who got good score, 8 students' who got average and 1 student who got poor score. In this case, there were significant difference between students posttest result in experimental and control class. In experimental class there were 16 students who got excellent score, 16 students who got very good score and nothing student got poor score. Meanwhile, in control class all students who got excellent score, and student who got poor score. In other case, based on result of the data analysis there were significant difference between students' pretest and posttest result about *aspects of reading skill* in experimental and control class.

It has been discussed in Chapter II that round table strategy is one of strategy that can be used in teaching reading narrative text and it can improve students reading skill. This statement in line with some research findings namely: Sabsuha (2013) has done research on the title "Think pair and share technique to improve students' reading comprehension at eleventh grade of SMA Negeri Sawa. The objective of this research was find out whether, there are any significant improvement of students' reading and to find out the motivate between the pretest

and posttest of the students' reading after they have been treatment. This research employed Pre-Experimental design namely The one-Group Pre-test and Posttest design. The sample consisted of 23 students' at eleventh Grade of SMA Negeri Sawa. It can be concluded that the use Think Pair Share Techniques effective to be implemented in improving the students' reading and students' interested to learning reading through Think Pair Share Technique. Wahyuni (2015) in her research, she found that the Using Think Pair Share method to improve the reading skill on Narrative text on the students of MTSN Kunir Blitar. Based on the result of the research that had done to the class VIII-6 of MTsN Kunir Blitar, the test result of students' reading skill and the result of students' observation checklist from cycle 1 and 2 can be presented as below: In cycle 1, the implementation of Think Pair Share method to improve reading skill eight-grade students of MTsN Kunir Blitar is not successful yet. It can be known from the result of the score test, the students' participation in reading activities in cycle 2 increased 55.5 % from 25 % (9 students) in the second meeting of cycle I to 80,5% (29 students) in the cycle II. In other words, the cycle 2 was successful. This research employed a Classroom Action Research design with two cycle. Yulianingsih (2017) That statement was proven and can be seen from the students activities during the implementation of Think-Pair-Share in teaching learning activities. This study used quantitative method , and experimental with one group pre-test-post-test as the design. There were thirty five students from the seventh grade of SMPN 1 Paliman Kabupaten Cirebon were used as the sample. In the experimental class, the writer used think-pair-share as the treatment, it has

been done in three meeting, pre-test and pos-test was used to gain the data. There were ten question of essay students' sheet was used as instruments of the test. The experimental class showed a significant a significant reading comprehension, it shows that $t_{\text{account}} > t_{\text{table}}$ (18.13 $t_{\text{account}} > 2.032 t_{\text{table}}$). Based on the result the writer concludes that use of think-pair-share technique in teaching descriptive text reading is effective in improving students' reading comprehension.

Based on the previous studies above, there some similarities and differences among the three of the research above with this research. The similarities is the researchers want to using think, pair and share strategy (TPS) to improve students' reading skill of the tenth grade at Madrasah Aliyah Negeri Palopo. And the differences between this research with the three of the research above, the first research used pre-experimental design and the second research used Classroom action research design but had two cycles, and the third research used quantitative-experimental design, while the researcher in this research used quasi-experimental design.

In this case, the researcher found that teaching reading skill in narrative text by using think, pair, and share strategy of MAN Palopo, the students got significant improvement in their score reading narrative text. It was supported by significant result of pre-test that was lower (0%) than the post-test (80%). Therefore, it could be stated that think, pair, and share strategy in teaching learning of reading have solved the students' reading problem and increase the

students' reading skill for the tenth grade students of MAN Palopo. So, the hypothesis proposed in this research which says "the use of think, pair, and share strategy is effective to teach reading skill in narrative text" is accepted.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

Based on the result of the research the researcher concluded that the use of think, pair, and share strategy can improve students' reading skill in narrative text effectively, it because there is significant difference in learning outcomes of the students who learned reading skill through think, pair, and share strategy with the students who took the learning without think, pair, and share strategy. It proved by the data analyses in experimental class, the mean score of post-test was higher than the mean score of pre-test ($59.7188 < 87.1875$). While in control class, the mean score of posttest was also higher than the mean score of pretest ($60.3125 < 76.8750$). Based on the data analysis it can conclude that teaching reading narrative text by using think, pair, and share strategy is effective. It can be proved that the students score in experimental class higher than students in control class.

B. Suggestion

Based on the conclusion of the research, the researcher suggest for the following parties: the teacher

1. For the teacher, they need to implement the think, pair and share strategy in teaching reading skill in narrative text, so the teaching and learning process becomes more active and enjoyable in the class. The enjoyment ought to be the foremost aims which hopefully will have good effects to the students.

Teaching reading skill by using think, pair, and share strategy motivated the students to read more and it improved students' reading skills. The researcher suggests the teachers to try using think, pair, and share strategy in teaching because it encourages the students to read and understand the text..

2. For students, they should still be more active in learning reading. The students have to pay attention to the teacher so that they can improve their reading skill. To solve their problem in reading skill in narrative text they have to use think, pair, and share strategy in learning process and should be active in classroom so that the teaching process can be successful.

3. The researcher realized that this thesis so far from being perfect thesis and because of that; constructive critics and advice really expected for the perfection of the thesis. The researcher hoped that the result of this research could be useful for the readers. It is hope that the readers have more information about using think, pair, and share strategy. In this research the future researcher is expected to conduct a research to find another significant of think, pair, and share strategy in other English language skills.

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A P P E N D I C E S

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

(Class Experiment)

Treatment

Nama Sekolah : MAN Palopo
Mata Pelajaran : Bahasa Inggris
Tahun Ajar : 2018/2019
Kelas : X/MIA
Topik Pembelajaran : prophet Ibrahim AS
Alokasi Waktu : 2 x 45 menit
Pertemuan : 1

1. STANDAR KOMPETENSI

1. **KI-1 dan KI-2:** Menghayati dan mengamalkan ajaran agama yang dianutnya. **Menghayati dan mengamalkan** perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional”.
2. **KI 3:** Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah
3. **KI4:** Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan

2. KOMPETENSI DASAR

Menangkap makna teks narrative, lisan dan tulis, berbentuk fable, pendek dan sederhana.

3. INDIKATOR PENCAPAIAN KOMPETENSI

- Mengidentifikasi makna kalimat/paragraph pada teks bacaan
- Menemukan main idea/ide pokok pada teks bacaan
- Mengidentifikasi pesan moral pada teks bacaan
- Mengerjakan soal-soal yang diberikan.

4. TUJUAN PEMBELAJARAN

- Siswa diharapkan mampu mengidentifikasi makna kalimat/paragraph pada teks bacaan
- Siswa diharapkan mampu menemukan ide pokok pada teks bacaan
- Siswa diharapkan mampu mengidentifikasi pesan moral pada teks bacaan
- Siswa diharapkan mampu menjawab soal-soal yang diberikan.

5. MATERI PEMBELAJARAN

Reading narrative text

4. MATERI PEMBELAJARAN

❖ Definition of Narrative Text

Narrative text is one of the most important text in English especially in reading comprehension. Therefore we as a teacher have to be comprehend about narrative text well so that later when we read this text we can teach it into our students.

A narrative (or story) is any report of connected events, presented in a sequence of written or spoken words, and/or in a sequence of (moving) pictures a narrative is a meaningful sequence of events told in words.

❖ Generic Structure of Narrative Text

1. **Orientation** : It is about the opening paragraph where the characters of the story are introduced. (berisi pengenalan tokoh, tempat dan waktu terjadinya cerita (siapa atau apa, kapan dan dimana))
2. **Complication** : Where the problems in the story developed. (Permasalahan muncul / mulai terjadi dan berkembang)
3. **Resolution** : Where the problems in the story is solved. (Masalah selesai, secara baik "happy ending" ataupun buruk "bad ending".)

❖ Basic Purpose of Narrative Text

Basic purpose of narrative text is to entertain the reader by providing story or event that complete problem in the end of the story there is resolution. It can be happy or sad. Actually narrative text not just limited in mystic, fiction, fable or legend but another story can be adventure or mystery. The main point narrative text is a story.

6. METODE PEMBELAJARAN

- Think Pair and Share Strategy
- Reading

7. LANGKAH-LANGKAH PEMBELAJARAN

1. Kegiatan awal (15 menit)
 - Salam dan tegur sapa
 - Berdoa sebelum belajar

- Mengecek kehadiran siswa

2. Kegiatan inti (60 menit)

- Guru menuliskan judul teks bacaan di papan tulis
- Guru meminta siswa untuk berfikir secara sendiri tentang judul yang telah di tulis
- Guru memberikan teks bacaan kepada setiap siswa
- Guru meminta kepada semua siswa menentukan kelompoknya, setiap kelompok terdiri dari 6 orang
- Guru memerintahkan semua kelompok untuk berdiskusi dengan teman kelompok masing-masing terkait apa yang telah di baca dalam teks tersebut.
- Guru memberikan kesempatan kepada setiap kelompok untuk menjawab pertanyaan yang telah di berikan oleh guru, hal ini berlangsung dalam 10 menit.
- Kemudian guru meminta setiap kelompok untuk mempersiapkan hasil jawabannya.

3. Kegiatan akhir (15 menit)

- Guru meminta setiap perwakilan kelompok untuk membacakan hasil jawabannya kepada kelompok lain, dan semua siswa mendengarkan kelompok yang membecakan hasil jawabannya.

- Setelah semua kelompok mendapat bagian untuk membacakan hasil diskusi mereka, guru meminta mereka untuk duduk kembali bersama teman kelompoknya.
- Langkah akhir guru memeriksa semua pekerjaan kelompok siswa kemudian memberikan nilai.

8. SUMBER/MEDIA PEMBELAJARAN

- Text Narrative
- Kamus

9. PENILAIAN

- Teknik : Performance Assessment
- Bentuk : Menjawab soal pada teks
- Prosedur Penilaian : Penilaian akhir
- Jenis Penilaian : Penugasan

Palopo, 12th September 2019

Mengetahui,

Researcher

INDRA HAFSA

Nim. 15 0202 0096

Appendix 2

✚ Treatment

The first meeting

Prophet Ibrahim AS

Many years ago a boy called Ibrahim lived in Canaan. He was very clever and was always asking questions. Most of the people he knew worshipped idols but Ibrahim did not. The people had forgotten the messages that Adam, Hud, Nuh and Salih had brought them. Instead of praising Allah they worshipped statues.

Ibrahim told his father he didn't think people should worship objects they had made themselves. His father was angry and told him not to say anything about the gods again. Ibrahim decided he must show the people they were wrong so he thought of a plan.

One night he sneaked into the place where all the statues were kept. With an axe he chopped off the heads from all but one of the statues. The biggest one he left. The next morning the people were very angry and upset at what had happened. They were sure Ibrahim had done it. They gathered in the public square and asked him if he had done it. Ibrahim told them to ask their big idol if he knew who was responsible.

Prophet Ibrahim grew and grew up in the land of Iraq. Born to a family of craftsmen in making reliable wooden statue of the patron society for Iraq, Ibrahim matter often helps parents make a sculpture.

Although he likes to help his father carved the sculpture, it is said that Ibrahim was always at odds with his public confidence that often worshiped idols.

Once adult, one day I was so not liked by the behaviour of the community around his home, quietly Prophet Ibrahim US sneak into houses of worship House of poly theists that while destroying all idols in it. But one of the most massive statue will stay at the Prophet Ibrahim.

Find a House of worship and beliefs undermined, the polytheists pointed the Prophet Ibrahim as the culprit. Be advised during this figure of Prophet Ibrahim is the most opposed to the worship of his way.

“What are you doing (deed) is against our gods, o Abraham?” asked the House of the Prophet Ibrahim.

“The actual sculpture (large) it did so, then ask them, if they can speak,” replied the Prophet Ibrahim. (Qs Al anbiya [21]: 62-63 as abstracted from the book history of the Kabah, “the story of the Holy House that can’t be eaten rotten times, the work of Ali Al-Husni Kharbuti thing-27.

Heard that answer, the worshippers of idols is furious and punishes US by Prophet Abraham and burned in a bonfire.

But thanks to the miracle of Allah SWT, the heat in the bonfires that turned into a cold so the Prophet Ibrahim was spared. After that, the Prophet Ibrahim flee to Palestine with his wife, Sarah.

Answer the questions below based on the text above!

1. What is the name of Prophet Ibrahim's father?

a. Ismail AS

b. Abu Lahab

c. Azzar

d. Abdullah

e. Abu Lahab

2. The Prophet Ibrahim told his father to repent because his father was someone who worked as?

a. Idol worshipers

b. Jin worshipers

c. Angel worshipers

d. Worshipers of Allah SWT

e. Grave worshipers

3. What is the name of Ibrahim's wife?

a. Sarah

b. Aminah

c. Ayesha

d. Khadija

e. Maryam

4. Prophet Ibrahim had received an order from Allah SWT. For?

a. Went to emigrate to Medina

b. Slaughtering his child

c. Cut the goat

d. Sacrifice

e. Fighting

5. What is the name of the son of Ibrahim AS?

a. Fatimah Ra

b. Yusuf AS

c. Isa AS

d. Ismail AS

e. Aisyah Ra

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

(Class Experiment)

Treatment

Nama Sekolah : MAN Palopo
Mata Pelajaran : Bahasa Inggris
Tahun Ajar : 2018/2019
Kelas : **X/MIA**
Topik Pembelajaran : The Story of Abu Bakr Ash-Shiddiq
Alokasi Waktu : 2 x 45 menit
Pertemuan : 2

1. STANDAR KOMPETENSI

5. **KI-1 dan KI-2:** Menghayati dan mengamalkan ajaran agama yang dianutnya. **Menghayati dan mengamalkan** perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional”.
6. **KI 3:** Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah
7. **KI4:** Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan

2. KOMPETENSI DASAR

Menangkap makna teks narrative, lisan dan tulis, berbentuk fable, pendek dan sederhana.

3. INDIKATOR PENCAPAIAN KOMPETENSI

- Mengidentifikasi makna kalimat/paragraph pada teks bacaan
- Menemukan main idea/ide pokok pada teks bacaan
- Mengidentifikasi pesan moral pada teks bacaan
- Mengerjakan soal-soal yang diberikan.

4. TUJUAN PEMBELAJARAN

- Siswa diharapkan mampu mengidentifikasi makna kalimat/paragraph pada teks bacaan
- Siswa diharapkan mampu menemukan ide pokok pada teks bacaan
- Siswa diharapkan mampu mengidentifikas pesan moral pada teks bacaan
- Siswa diharapkan mampu menjawab soal-soal yang diberikan.

5. MATERI PEMBELAJARAN

Reading narrative text

8. MATERI PEMBELAJARAN

❖ Definition of Narrative Text

Narrative text is one of the most important text in English especially in reading comprehension. Therefore we as a teacher have to be comprehend about narrative text well so that later when we read this text we can teach it into our students.

A narrative (or story) is any report of connected events, presented in a sequence of written or spoken words, and/or in a sequence of (moving) pictures a narrative is a meaningful sequence of events told in words.

❖ Generic Structure of Narrative Text

4. **Orientation** : It is about the opening paragraph where the characters of the story are introduced. (berisipengenalantokoh, tempatdanwaktuterjadinyacerita (siapaatauapa, kapandandimana)
5. **Complication** : Where the problems in the story developed. (Permasalahanmuncul / mulaiterjadiandankembang
6. **Resolution** : Where the problems in the story is solved. (Masalahselesai, secarabaik "happy ending" ataupunburuk "bad ending".)

❖ Basic Purpose of Narrative Text

Basic purpose of narrative text is to entertain the reader by providing story or event that complete problem in the end of the story there is resolution. It can be happy or sad. Actually narrative text not just limited in mystic, fiction, fable or legend but another story can be adventure or mystery. The main point narrative text is a story.

6. METODE PEMBELAJARAN

- Think Pair and Share Strategy
- Reading

7. LANGKAH-LANGKAH PEMBELAJARAN

1. Kegiatan awal (15 menit)
 - Salam dan tegur sapa
 - Berdoa sebelum belajar

- Mengecek kehadiran siswa

2. Kegiatan inti (60 menit)

- Guru menuliskan judul teks bacaan di papan tulis
- Guru meminta siswa untuk berfikir secara sendiri tentang judul yang telah di tulis
- Guru memberikan teks bacaan kepada setiap siswa
- Guru meminta kepada semua siswa menentukan kelompoknya, setiap kelompok terdiri dari 4 orang
- Guru memerintahkan semua kelompok untuk berdiskusi dengan teman kelompok masing-masing terkait apa yang telah di baca dalam teks tersebut.
- Guru memberikan kesempatan kepada setiap kelompok untuk menjawab pertanyaan yang telah di berikan oleh guru, hal ini berlangsung dalam 10 menit.
- Kemudian guru meminta setiap kelompok untuk mempersiapkan hasil jawabannya.

3. Kegiatan akhir (15 menit)

- Guru meminta setiap perwakilan kelompok untuk membacakan hasil jawabannya kepada kelompok lain, dan semua siswa mendengarkan kelompok yang membecakan hasil jawabannya.
- Setelah semua kelompok mendapat bagian untuk membacakan hasil diskusi mereka, guru meminta mereka untuk duduk kembali bersama teman kelompoknya.

- Langkah akhir guru memeriksa semua pekerjaan kelompok siswa kemudian memberikan nilai.

8. SUMBER/MEDIA PEMBELAJARAN

- Text Narrative
- Kamus

9. PENILAIAN

- Teknik : Performance Assessment
- Bentuk : Menjawab soal pada teks
- Prosedur Penilaian : Penilaian akhir
- Jenis Penilaian : Penugasan

Palopo, 12Th September 2019

Mengetahui,
Researcher

INDRA HAFSA

Nim. 15 0202 0096

Appendix 2

✚ Treatment Reading Narrative Text

The second meeting

The virtues of Abu Bakr Ash-Shiddiq

A person whom the Messenger of Allah Believed to Accompany him emigrated to Medina. In the journey of this hijra, Abu Bakr guarded, served, and glorified the Prophet SAW. He invited the apostle to rest while he looked after him as if he did not feel tired and needed to rest. Anas ibnu Malik narrated from Abu Bakr, Abu Bakr said, “When I was in the cave, I said to the Messenger of Allah, ‘If these polytheists look down on their feet we must be seen’. The Messenger of Allah replied, ‘How do you think Abu Bakr with two people while Allah becomes the third (meaning Allah is with the two people)’. The Messenger of Allah calmed Abu Bakr’s heart in times when they were surrounded by mushrikin of Mecca who wanted to catch them.

Abu Said al-Khudri said, “One day, the Messenger of Allaah (peace and blessings of Allaah be upon him) preached before his Companions by saying, ‘Allah has sent a servant to choose the world or choose the reward and what is with Allah, and the servant chooses what is with Allah ‘. Abu Sa’id said, “(Heard it) Abu Bakr cried, we wondered why he was crying when the Messenger of Allah just told a servant who chose kindness. Finally we know that the servant is none other than the Prophet SAW himself. Abu Bakr was the most understanding and knowledgeable among us. Then the Prophet continued his khutbah,

“Indeed, the greatest in friendship and willingness to issue his property is Abu Bakr. If only I were allowed to choose a lover other than my Rabb, I would have made Abu Bakr as a lover, but it was enough to be an Islamic brotherhood and a love for it.”The position of Abu Bakr on the Side of the Prophet

From Amr bin Ash, Allah's Messenger (may peace be upon him) sent me in the battle of Dzatun as-Salasil, when I went to the Messenger of Allah and asked him, "Who is your beloved?" The Messenger replied, "Aishah." Then I asked again, "Among men?" "The Messenger of Allah replied," His Father (Abu Bakr)."

While Still Living in the World, Abu Bakar is Already Signed Heaven. Abu Musa al-Ash'ari narrates, one day he performed ablution at his house and then came out with the Prophet SAW. Abu Musa went to the mosque and asked where the Prophet SAW was. He answered that the Prophet SAW went out for a need. Abu Musa said, "I immediately went out to try to see him while wondering, until finally he entered into a garden with a well called Aris well. I sat at the door of the garden, until he fulfilled his needs.

After that I went into the garden and he was sitting on top of the well while unveiling his calf and sticking his legs into the well. I said salam to him, then went back to guard at the door, mumbling "Today I must be the guardian of the Messenger of Allah". Soon someone came to enter the garden, I asked, "Who is it?" He replied, "Abu Bakr." I replied, "Wait a minute." I came to the Messenger of Allah and asked him, "O Messenger of Allah, Abu Bakr came and asked permission to enter." The Messenger of Allah replied, "Let him come in and tell him that he is the dweller of heaven."

Answer the questions below based on the text above!

1. What is the nickname given by the prophet Muhammad SAW to Abu Bakr?
 - a. Al Aamiin
 - b. Ash-shiddiq
 - c. Al-Belminin
 - d. As Solihin

e. Ar rafii

2. What is the name of the daughter of Abu Bakr who was one of the wives of the prophet Muhammad?

a. St Fatimah

b. St Hafsah

c. Ummu salamah

d. Ummu Qalsum

e. St Aisyah Ra

3. What is the meaning of the word Ash-shiddiq?

a. Who said right

b. The one telling lies

c. Who betrayed

d. The deniers

e. Who gave a hint

4. What is the name of Abu Bakr Ash-shiddiq's mother?

a. Ummu Alkhair bint Shakhr bin Amir

b. Khadija

c. Ummu Qalsum

d. Ummu Salamah

e. St Aminah

5. Where was Abu Bakr ash-shiddiq born?

a. Medina

b. Mekka

c. Ash –sharqiyyah

d. Tabuk

e. Riyadh

Pretest

Reading narrative text

The Black Stone of Kaaba

Traditions tell us that the Black Stone was originally white. The Black Stone is a sacred stone of Heaven, which God gave to Adam. During the great floods when Noah built the ark, the stone was lost and was cast up on the top of Mount Qubais.

When Ibrahim visited his son, Ismail, who lived near the Kaaba, the Angel Gabriel appeared and told Abraham where the Black Stone could be found. Abraham carried out the Angel's instruction, found the stone and incorporated in the Kaaba.

Before the advent of Prophet Mohammad (s.a.w.), the Black Stone was again lost and great confusion swept over the people. When it was found, it became the subject of great conflict between the tribes. The problem was to which tribe the Black Stone belonged and who was responsible for the replacement in its proper place. A solution was finally decided between the tribes. The person who entered the holy place at dawn on a certain day would be the final judge of the fate of the Black Stone. The decision was not made public to the people. It happened that Mohammad (s.a.w.) himself, before he achieved his prophethood, entered the sacred shrine first.

Mohammad (s.a.w.) gave the judgment. A great sheet should be brought and the Black Stone should be put on the middle of it. Representative of each of the conflicting tribes should take up the sheet and carry it to the Kaaba. Mohammad

(s.a.w.) himself should take the Black Stone and place it in its position in the wall of the Kaaba. So, the Black Stone originated from the Stones of Heaven, is now part of the Kaaba.

One day Omar ibn el Khattab, the second khaliph, stood before the Stone said:

“I know that you are a stone, even if you are from Heaven. I am kissing you only because the holy Prophet kissed you and advised all his followers to do so”.

Answer the questions below based on the text above!

1. Mention the title of the reading topic above?

- a. The prophet Nuh AS
- b. The prophet Sulaiman AS
- c. The black stone of kaba
- d. The prophet Yunus AS
- e. The prophet Yusuf AS.

2. Who was the first to move the black stone?

- a. Prophet Sulaiman AS
- b. Prophet Muhammad
- c. Prophet Ibrahim AS
- d. Prophet yaqub AS
- e. Prophet ilyas AS

3. What is another name for black stone or kaaba?

- a. Hajar Aswad
- b. Silver stone
- c. White stone

- d. Red stone
 - e. Golden stone.
4. What happened between the Prophet Muhammad and the inhabitants of Mecca when the black stone disappeared and was reappeared?
- a. There was a big conflict
 - b. There was a fight
 - c. There was a dispute
 - d. Jealousy
 - e. Murder.
5. Who gave the decision regarding the black stone?
- a. Umar bin Khottob
 - b. Prophet Muhammad SAW
 - c. Prophet Yaqub AS
 - d. The Prophet Ismail AS
 - e. Prophet Adam AS.

PROPHET SULAIMAN AS

Sulaiman bin David was the only Prophet who obtained the privilege of Allah SWT so that he could understand the language of animals. He can talk to Hud Hud and can also understand the language of ants. In the Surah An Naml Al-Quran, verses 18-26 are examples of a number of verses that describe the very rich features of the Prophet. The Word of God, And Solomon inherited David and he said, O man, we have been given an understanding of the sound of birds and we are given everything. Indeed, (all) this is truly a real gift. And gathered for Solomon his army from jinn, humans and birds, then they were arranged in an

orderly manner (in line) so that when they reached the valley of the ants, said an ant, ants, enter into your nests so that you are not trampled by Sulaiman and his army, while they are not aware.

So Prophet Solomon smiled with a laugh as he heard the words of the ant. He said, O Rabbi, bestow upon me the gift to be grateful for Your blessings that You have given me and to my parents; karuniakan to me to be able to do charity piety that you are pleased with; and put me in thy mercy in the group of your loyal servants. (An-Naml: 16-19)

Answer the questions below based on the text above!

6. What is the name of the father of Prophet Sulaiman AS?

- a. Prophet Adam AS
- b. Prophet Daud AS
- c. Prophet Isa AS
- d. Prophet Ilyas AS
- e. Prophet Yusuf AS

7. Prophet Sulaiman AS Was given a miracle by Allah SWT. because Prophet Sulaiman is a person?

- a. Good
- b. Authoritative
- c. Arrogant
- d. Brave

- e. Wild.
8. What is the name of prophet sulaiman bird?
- a. Eagle
 - b. Peacock
 - c. Hud-hud bird
 - d. Pigeons
 - e. Crane.
9. What did the Queen of balqis feel when she arrived at the palace and saw the splendor of the Palace of the Prophet Sulaiman?
- a. Feeling surprised
 - b. Feel amazed
 - c. Laugh
 - d. feel entertained
 - e. Feel embarrassed.
10. Mention the verses and letters that explain the story of Prophet Sulaiman?
- a. Qs Ali-Imran verses 10-18
 - b. Qs An-Nml verses 16-19
 - c. Qs Al-baqarah verses 30-35
 - d. Qs An-Nisa verses 30-35
 - e. Qs al-Qahf verses 17-19

PROPHET YUNUS AS

The prophet Yunus was a Prophet who embraced the Abrahamic religions (Islam, Judaism and Christianity). He was commissioned to preach to the people of Assyria in the Ninawa Governorate–Iraq. Prophets yunus is the son of Matta

descendants of Benjamin bin Ya'qub bin Ishaq bin Ibrahim. The House of Ninawa governorate is one of the people who is very stubborn, idolater and like to do evil. How to save money on Pererat of friendship with JalanDikutip from the book the story Of the prophet Jonah bouquet Mega Hikari Aminah, Prophet Yunus has repeatedly warned the House of Ninawa times. But they remain unwilling to change with the reason because the prophet Jonah is not from the House of them. There are only two followers who have Rubil i.e. nature of the pious and wise, as well as the Tanukh has simple and quiet.

At first the teachings of the prophet Jonah is so new and has never been heard of in the Ninawa Governorate. Therefore, the Ninawa are not able to accept it in order to replace the teachings and beliefs of the ancestral heritage. And at that time, the prophet Jonah is a foreigner who is not of their descendants. The teachings of the prophet Jonah is not in the least the evocative heart House of Ninawa. To this circumstance that made the prophet Jonah is very despair. He contended that there was no longer the House of Ninawa to be faithful to God Almighty.

One day the prophet Yunus, get ready was about to leave the House of Ninawa, he reminded the House of Ninawa to immediately repent because of impending doom if they do not repent soon. "O House of Ninawa, verily I warn to you guys that if you guys still worship what you worship at this time. God will lose a very poignant doom upon yourselves. Therefore, hurry up you guys repent. May God forgive all of you. "

Almighty God said, "and (remember) Dzun Nun (Yunus), when he went in an angry, then he would have thought that we would not easy , then he cried in a very dark: ' that there is no God but thee. Holy of Holies thou, verily I was including those tyrant. Then we have to allow his prayer and save her from the grief on. And so we saved people of faith ". (QS Al-Anbya verses 87-88).

On the death of the prophet Yunus, House of restless, for Ninawa began immediately the weather turned into a light rain, their faces turned into a knuckled and the wind was blowing winds that carry the voice thundered. The House of Ninawa became afraid of the threat of the prophet Jonah. They finally realized

that the words of the prophet Yunus is correct. They then believe and repent of their deeds against the prophet Jonah.

The House of Ninawa run riding langgang looking for Jonah and screaming for forgiveness Allah over their sins. Allah Almighty Forgiving—ever forgive them, and the State is back as before. The House of Ninawa keep finding the prophet Yunus to teach and guide religion to them.

The State of the prophet Jonah after went of the Ninawa governorate became erratic. He was wandering aimlessly with despair and feel sinful. Finally he got to the edge of the beach and saw a ship which will cross the sea. He was on board, but the ship was cruising when suddenly there was a great storm that is very great. The ship shook, and the passengers agreed to reduce the load by removing one of them into the sea.

The sweepstakes first fell on the prophet Yunus, the draw back is repeated until the third name is the name of the prophet Yunus. He realized that it was the will of God, the prophet Yunus threw themselves into the sea. God revealed to the Nun (Pope) fish to swallow Yunus. In the belly of the fish Nun, he repented and asked for forgiveness to God and help him. Celebrate him for 40 days in the belly of the fish Nun.

“There is no God but thee, the Holy of Holies thou, verily I have do tyrants“.

God hears the prayers of the prophet Yunus whale ordered to out the prophet Yunus . God Most Compassionate grow pumpkin tree, so the prophet Yunus who was skinny and weak could eat its fruit in order to have power back. After the prophet Jonah recovered, Allah ordered him back to the House of Ninawa.

After the return of the prophet Yunus is very surprised to see the changes of the population believe the Ninawa to God. Then the prophet Yunus taught tawheed book, princesses, Ninawa and perfecting their faith. Almighty God said, “and we sent him to a hundred thousand people or more. Then they are believers, we therefore grant enjoyment of life to them until a certain time. “ (QS As-Saffat verses 147-148).

Answer the questions below based on the text above!

11. What is the topic of the text above?
 - a. The Prophet Isa
 - b. The Prophet Ishaq
 - c. The pprophet Nuh
 - d. The prophet Sulaiman
 - e. The prophet Yunus

12. Why did the prophet swallow the whale and his life almost end?
 - a. Because it was ordered by God to preach
 - b. Because diving into the sea
 - c. Because it takes water in the sea
 - d. Because crossing the river
 - e. Because fishing in the river.

13. What is the character of Jonah?
 - a. Patient
 - b. Arrogant
 - c. Wild
 - d. Great
 - e. Spiteful

14. What do the inhabitants think about the propaganda of Prophet Jonah?
 - a. Reject the da'wah
 - b. Striking Prophet Yusuf
 - c. Receive the da'wah
 - d. Welcoming the house of Prophet Yusuf
 - e. Respect Prophet Yunus AS.

15. Mention the verse that explains the Prophet's affection from the belly of the fish?

- A. QS.Ash-shaaffat, verses 139-143
- B. QS. Nisa, verses 5-6
- C. QS.Assajadah verses 10-15
- D. QS.Ali-imran verses 26-30
- E. QS.AL-Anbiya , verses 87-88

Prophet Ismail AS

Prophet Ibrahim 'Peace be upon him longed to have godly offspring who worshiped Allah and he was named his wife named Sarah also gave her slave named Hajar to Ibrahim so that her husband had a child from him.

Furthermore, Hajar was pregnant and gave birth to the Prophet Ismail who would become a prophet. After some time from the birth of Ishmael, Allah SubhaanahuwaTa'alaordered Ibrahim to go to take Hajar and Ishmael to Mecca, so the Prophet Abraham fulfilled the order and he went to bring them both to Mecca near the place where the Ka ' ba would later be built.

Shortly after arriving there, Prophet Ibrahim left Hajar and Ishmael in that place and wanted to return to Sham. When Hajar saw Prophet Ibrahim returning home, Hajar immediately chased him and held his shirt while saying, "O Ibrahim, where do you want to go? Do you (have the heart) leave us in a valley where there is no human and there is nothing here? Finally Hajar asked, "Did Allah command you for all this?" Ibrahim replied, "Yes." Hajar said, "Then, Allah will not abandon us."

Then Hajar began to feed Ishmael and drink from the water supply. Until the water in the pit was used up, he became thirsty, and so was his child. Then he looked at the baby who was struggling, then he left and was not strong enough to see the situation.

So he came to the hill of Shafa as the closest mountain to him. He stood there then faced the valley, hoping to see people there but he saw no one. So he came down from the hill of Safa and when he reached the valley, he rolled out the hard and tried hard-like man who fought hard, so he could reach the Marwah hill then stood there while See if anyone was there but he didn't 't see anyone. He did seven times (between the hills of Shafa and Marwah).

When he was at the top of Marwah, he heard a voice, then he said in his heart "shut up" Hajar meant was himself. Then he tried to listen to him so he could hear that voice again, so he said, "You have made your voice if you intend to provide assistance." The voice of the angel Gabriel 'alaihiisalam was near Zamzam, then Gabriel' s water with his wings until the water came out gushing. Finally Hajar can drink water and breastfeed her child again. Then the angel Gabriel said to him, "Don't be abandoned, because here is the house of God, and God will not waste His servants."

The Prophet Ibrahim was sent to his son, Mina, and he (Ibrahim) did not see his child face that could make him touched, while the Prophet Ismail was ready to accept God's decision. When the Prophet Ibrahim had laid his son on his temple and both of them had shown their resignation to Allah SubhaanahuwaTa'ala, then Ibrahim heard the cry of Allah SubhaanahuwaTa'ala, "O Ibrahim, in fact you have justified the dream, Verily this is how we give back to those who do good, indeed this is truly a real test. "(Surah Ash Shaaffat: 104-106)

Prophet Ibrahim saw the angel Gabriel with a large goat. So the Prophet Abraham took it and slaughtered it in exchange for Ishmael.

Answer the questions below based on the text above!

16. What is the commod of Allah in the dream of Prophet Ibrahim?

- a. God asks for sacrifice
- b. God told him to spread Islam
- c. The warning about the importance of sacrifice

- d. Allah gave instructions to Ibrahim
- e. Allah asks Ibrahim to fast.

17. Where is the place that Ibrahim said to treat his son (Ishmail)?

- a. Marwah Hill
- b. Arafat mountain
- c. Bukit Safa
- d. Jabal Nur
- e. Jabal Rahman.

18. Who whispered to the Prophet Ibrahim not to carry out the request of Allah to slaughter his son?

- a. Genie
- b. Devil
- c. Angel
- d. The Prophet Yunus As
- e. The Prophet Yaqub As

19. What is Prophet Nature's Ismail in His Story?

- a. Patient who is patient
- b. Amazing child
- c. The child is a bearer
- d. Son of wild
- e. Children are diligent.

20. What is the nature of a father like Prophet Ibrahim?

- a. Obey Allah's command
- b. Merciful
- c. Hypocrisy
- d. Lying

e. Wild.

Post-test

Reading narrative text

Story of Abdurrahman bin Auf

Abdurrahman bin 'Aff was a Companion of the Prophet sallallaahu 'alayhi wa sallam who was very generous and who was very concerned about the da'wah of Islam, here are some of his stories:

Abdurrahman ibn Awf once sold his land for 40 thousand dinars, then distributed the money to the needy poor of the children of Zuhrah, people in need and to the Ummahatul Mukminin (the wives of the Prophet sallallaahu 'alayhi wa sallam). Al-Miswar said: "I delivered a part of the dinars to Ayesha Radhiyallahu anhum. Ayesha Radhiyallahu anhum with some of those dinars." Ayesha Radhiyallahu anhum said: "Who sent this?" Aisyah Radhiyallahu anhum said again: "Verily the Prophet sallallaahu 'alayhi wa sallam has said:" Nobody is sympathetic to you except he is among those who are patient. May Allah Azza wa Jalla give drink to Abdurrahman bin Awf with surge drink

In another hadith it is stated that one day the Prophet sallallaahu 'alayhi wa sallam gave (something) to a group of Companions of Radhiyallahu anhum who there was 'Abdurrahman bin Auf Radhiyallahu anhu; but he sallallaahu 'alayhi wa sallam gave nothing to him. Then 'Abdurrahmân Radhiyallahu anhu came out crying and met Umar Radhiyallahu anhu. Umar Radhiyallahu anhu asked: "What made you cry?" He replied: "The Prophet sallallaahu 'alayhi wa sallam gave something to a group of Companions, but gave me nothing. I worry that it is because there is something bad about me". Then Umar Radhiyallahu anhu entered to meet the Prophet sallallaahu 'alayhi wa sallam and told him the complaint` Abdurrahman Radhiyallahu anhu. The Prophet sallallaahu 'alayhi wa sallam replied: ' I am not angry with him, but enough for me to believe in his faith.

Abdurrahman bin' Awf despite having a lot of wealth and infecting it in the way of Allah Azza wa Jalla, but he always introspected himself.

'Abdurrahman Radhiyallahu anhu once said: "We are with the Prophet sallallaahu 'alayhi wa sallam tested with difficulty, but we can be patient, then we are also tested with spaciousness after the Prophet sallallaahu 'alayhi wa sallam and we cannot be patient"

One day 'Abdurrahman Radhiyallahu was sent food, even though he was fasting. He said, "Mush`ab bin Umair has been killed, even though he is better than me. But when he dies there is no shroud covering it other than the burdah (if the cloth is covered on the head, the legs become visible and when the legs are covered with the cloth, the head becomes visible) Likewise with Hamzah, he was also killed, even though he was better than me When he edited, there was no shroud covering it except burka. kindness will be given in this world. Then he cried and left the food.

In line with the story above, Naufal bin al-Hudzali said, "Formerly 'Abdurrahman bin Auf Radhiyallahu and our associate friend. He is the best of friends. One day he went home and took a shower. After that he came out, he came to us with food containers filled with bread and meat, and then he cried. We asked, "O Abu Muhammad (call 'Abdurrahman), what causes you to cry?" I don't see our goodness brought to an end.

Abdullâh bin Abbâs Radhiyallahu anhu related that Umar bin Kaththâb Radhiyallahu anhu went to Sham. When he arrived at Sarghin (the name of a village on the border of Sham after Hijâz), he met al-Ajnad's inhabitants, Abu Ubâdah and his companions. They informed that a plague had spread in Sham. Umar Radhiyallahu anhu said: 'Call me the first Muhajirin (emigrate)!' I ('Abdullah bin Abbâs-red) also called them. Umar Radhiyallahu anhu told and asked their opinions about the plague. Then they disagreed, some said: "You have gone out for a purpose. In our opinion, you should not back down." While others say: "You are with many people and with the Companions of the Prophet sallallaahu 'alayhi wa sallam, then we are of the opinion not to let them be affected by the plague. "Umar Radhiyallahu anhu said again:" Then Umar Radhiyallahu anhu said: "Call Quraish's parents from those who emigrated when Mecca's fathu was here." I called them and no one was at odds. They said, "Our opinion, you should bring back people and not let them get the plague." Then Umar Radhiyallahu anhu said to the people, "We should go back." And they agreed with him. Abu Ubaidah bin Jarrah Radhiyallahu anhu said, "Are we trying to run away from the destiny of Allah Azza wa Jalla Then Umar Radhiyallahu anhu said: "Call Quraish's parents from those who emigrated when Mecca's fathu

was here." I called them and no one was at odds. They said, "Our opinion, you should bring back people and not let them get the plague." Then Umar Radhiyallahu anhu said to the people, "We should go back." And they agreed with him. Abu Ubaidah bin Jarrah Radhiyallahu anhu said, "Are we trying to run away from the destiny of Allah Azza wa Jalla.

Umar Radhiyallahu anhu answered, "If other than you say that, O Abu Ubaidah. Yes, we ran from the destiny of Allah Azza wa Jalla to another destiny of Allah Azza wa Jalla. Then came 'Abdurrahman bin Auf Radhiyallahu anhu and said:" In this case, I have the knowledge. I heard the Messenger of Allah sallallahu 'alayhi wa sallam said:If you hear (there is an epidemic) in a country, then you don't go to it. And if an epidemic occurs in a country and you are in it, then you don't run away from it. [HR. Bukhâri no. 5398]

At the time of the Prophet sallallahu 'alayhi wa sallam, 'Abdurrahman bin 'Auf Radhiyallahu anhu once offered half of his wealth. After that he gave alms again 40,000 dinars. Most of his property is obtained from trading.

Answer the questions below based on the text above!

1. what is the topic of the reading text above?
 - a. Story of Ali bin Abi Thalib
 - b. Abdurrahman bin Auf
 - c. Story of Abu Bakr Ash-shiddiq
 - d. Story of Umar bin Khattab
 - e. Story of Abu Nawas
2. Abdurrahman gave part of his wealth to the poor of the children of Zuhrah, this was done as a sign of almsgiving with the results of the land sold for?
 - a. 60 Dinar
 - b. 50 Dinar
 - c. 70 Dinar
 - d. 40 Dinar
 - e. 30 Dinar
3. Abdurrahman bin Auf is one of the companions of the Prophet Muhammad who ...?
 - a. Wealthy
 - b. Brave

- c. Rebel
 - d. Arrogant
 - e. Stingy
4. Besides spreading goodness to mankind, what is the other work of Abdurrahman bin Auf?
- a. Emigrate
 - b. Hunting Animals
 - c. Steal
 - d. Trade
 - e. Farming
5. Where was Abdurrahman bin Auf's body buried?
- a. Amman Yordania
 - b. Riyadh
 - c. Madinah
 - d. Quraisy
 - e. Badawi

The Black Stone of Kaaba

Traditions tell us that the Black Stone was originally white. The Black Stone is a sacred stone of Heaven, which God gave to Adam. During the great floods when Noah built the ark, the stone was lost and was cast up on the top of Mount Qubais.

When Abraham visited his son, Ismail, who lived near the Kaaba, the Angel Gabriel appeared and told Abraham where the Black Stone could be found. Abraham carried out the Angel's instruction, found the stone and incorporated in the Kaaba.

Before the advent of Prophet Mohammad (s.a.w.), the Black Stone was again lost and great confusion swept over the people. When it was found, it became the subject of great conflict between the tribes. The problem was to which tribe the Black Stone belonged and who was responsible for the replacement in its proper place. A solution was finally decided between the tribes. The person who entered the holy place at dawn on a certain day would be the final judge of the fate of the Black Stone. The decision was not made public to the people. It happened that Mohammad (s.a.w.) himself, before he achieved his prophethood, entered the sacred shrine first.

Mohammad (s.a.w.) gave the judgment. A great sheet should be brought and the Black Stone should be put on the middle of it. Representative of each of the

conflicting tribes should take up the sheet and carry it to the Kaaba. Mohammad (s.a.w.) himself should take the Black Stone and place it in its position in the wall of the Kaaba. So, the Black Stone originated from the Stones of Heaven, is now part of the Kaaba.

One day Omar ibn el Khattab, the second khaliph, stood before the Stone said:

“I know that you are a stone, even if you are from Heaven. I am kissing you only because the holy Prophet kissed you and advised all his followers to do so”.

Answer the questions below based on the text above!

6. Mention the title of the reading topic above?

- b. The prophet Yunus AS
- b. The prophet Sulaiman AS
- c. The black stone of kaba
- d. The prophet Nuh AS
- e. The prophet Yusuf AS.

7. Who was the first to move the black stone?

- a. Prophet Sulaiman AS
- b. Prophet Muhammad
- c. Prophet ilyas AS
- d. Prophet yaqub AS
- e. Prophet iIbrahim AS

8. What is another name for black stone or kaaba?

- a. Golden stone.
- b. White stone
- c. Red stone
- d. Silver stone
- e. Hajar Aswad

9. What happened between the Prophet Muhammad and the inhabitants of Mecca when the black stone disappeared and was reappeared?

- a. Murder.
- b. Jealousy
- c. There was a fight
- d. There was a dispute
- e. There was a big conflict

10. Who gave the decision regarding the black stone?

- a. Prophet Adam AS.
- b. Prophet Yaqub AS
- c. The Prophet Ismail AS
- d. Prophet Muhammad SAW
- e. Umar bin Khottob

PROPHET SULAIMAN AS

Sulaiman bin David was the only Prophet who obtained the privilege of Allah SWT so that he could understand the language of animals. He can talk to Hud Hud and can also understand the language of ants. In the Surah An Naml Al-Quran, verses 18-26 are examples of a number of verses that describe the very rich features of the Prophet. The Word of God, And Solomon inherited David and he said, O man, we have been given an understanding of the sound of birds and we are given everything. Indeed, (all) this is truly a real gift. And gathered for Solomon his army from jinn, humans and birds, then they were arranged in an orderly manner (in line) so that when they reached the valley of the ants, said an ant, ants, enter into your nests so that you are not trampled by Sulaiman and his army, while they are not aware.

So Prophet Solomon smiled with a laugh as he heard the words of the ant. He said, O Rabbi, bestow upon me the gift to be grateful for Your blessings that You have given me and to my parents; karuniakan to me to be able to do charity piety that you are pleased with; and put me in thy mercy in the group of your loyal servants. (An-Naml: 16-19)

Answer the questions below based on the text above!

11. What is the name of the father of Prophet Solomon?

- a. Prophet Yusuf AS
- b. Prophet Ilyas AS
- c. Prophet Daud AS
- d. Prophet Isa AS
- e. Prophet Adam AS

12. Prophet Sulaiman AS Was given a miracle by Allah SWT who could understand the language of animals and subdue Jinn, was this given because Prophet Sulaiman was the most person?

- a. Wild.
- b. Brave
- c. Arrogant
- d. Authoritative
- e. Good

13. What is the name of Solomon's Prophet's pet bird?

- a. Crane.
- b. Pigeons
- c. Hud-hud bird
- d. Peacock
- e. Eagle

14. What did the Queen of balqis feel when she arrived at the palace and saw the splendor of the Palace of the Prophet Sulaiman?

- a. Feel embarrassed.
- b. feel entertained
- c. Laugh
- d. Feel amazed
- e. Feeling surprised

15. Mention the verses and letters that explain the story of Prophet Solomon?

- a. Qs al-Qahf verses 17-19
- b. Surat an-Nisa verses 30-35
- c. Surah al-baqarah verses 30-35
- d. Qs-Nnl verses 15-17
- e. Surah Ali-Imran verses 10-18.

PROPHET YUNUS AS

The prophet Yunus was a Prophet who embraced the Abrahamic religions (Islam, Judaism and Christianity). He was commissioned to preach to the people of Assyria in the Ninawa Governorate–Iraq. Prophets yunus is the son of Matta descendants of Benjamin bin Ya'qub bin Ishaq bin Ibrahim. The House of Ninawa governorate is one of the people who is very stubborn, idolater and like to do evil. How to save money on Pererat of friendship with JalanDikutip from the book the story Of the prophet Jonah bouquet Mega Hikari Aminah, Prophet Yunus has repeatedly warned the House of Ninawa times. But they remain unwilling to change with the reason because the prophet Jonah is not from the House of them. There are only two followers who have Rubil i.e. nature of the pious and wise, as well as the Tanukh has simple and quiet.

At first the teachings of the prophet Jonah is so new and has never been heard of in the Ninawa Governorate. Therefore, the Ninawa are not able to accept it in order to replace the teachings and beliefs of the ancestral heritage. And at that time, the prophet Jonah is a foreigner who is not of their descendants. The teachings of the prophet Jonah is not in the least the evocative heart House of Ninawa. To this circumstance that made the prophet Jonah is very despair. He contended that there was no longer the House of Ninawa to be faithful to God Almighty.

One day the prophet Yunus, get ready was about to leave the House of Ninawa, he reminded the House of Ninawa to immediately repent because of impending doom if they do not repent soon. "O House of Ninawa, verily I warn to you guys that if you guys still worship what you worship at this time. God will lose a very poignant doom upon yourselves. Therefore, hurry up you guys repent. May God forgive all of you. "

Almighty God said, "and (remember) Dzun Nun (Yunus), when he went in an angry, then he would have thought that we would not easy , then he cried in a very dark: ' that there is no God but thee. Holy of Holies thou, verily I was including those tyrant. Then we have to allow his prayer and save her from the grief on. And so we saved people of faith ". (QS Al-Anbya verses 87-88).

On the death of the prophet Yunus, House of restless, for Ninawa began immediately the weather turned into a light rain, their faces turned into a knuckled and the wind was blowing winds that carry the voice thundered. The House of Ninawa became afraid of the threat of the prophet Jonah. They finally realized that the words of the prophet Yunus is correct. They then believe and repent of their deeds against the prophet Jonah.

The House of Ninawa run riding langgang looking for Jonah and screaming for forgiveness Allah over their sins. Allah Almighty Forgiving—ever forgive them, and the State is back as before. The House of Ninawa keep finding the prophet Yunus to teach and guide religion to them.

The State of the prophet Jonah after went of the Ninawa governorate became erratic. He was wandering aimlessly with despair and feel sinful. Finally he got to

the edge of the beach and saw a ship which will cross the sea. He was on board, but the ship was cruising when suddenly there was a great storm that is very great. The ship shook, and the passengers agreed to reduce the load by removing one of them into the sea.

The sweepstakes first fell on the prophet Yunus, the draw back is repeated until the third name is the name of the prophet Yunus. He realized that it was the will of God, the prophet Yunus threw themselves into the sea. God revealed to the Nun (Pope) fish to swallow Yunus. In the belly of the fish Nun, he repented and asked for forgiveness to God and help him. Celebrate him for 40 days in the belly of the fish Nun.

“There is no God but thee, the Holy of Holies thou, verily I have do tyrants“.

God hears the prayers of the prophet Yunus whale ordered to out the prophet Yunus . God Most Compassionate grow pumpkin tree, so the prophet Yunus who was skinny and weak could eat its fruit in order to have power back. After the prophet Jonah recovered, Allah ordered him back to the House of Ninawa.

After the return of the prophet Yunus is very surprised to see the changes of the population believe the Ninawa to God. Then the prophet Yunus taught tawheed book, princesses, Ninawa and perfecting their faith. Almighty God said, “and we sent him to a hundred thousand people or more. Then they are believers, we therefore grant enjoyment of life to them until a certain time. “ (QS As-Saffat verses 147-148).

Answer the questions below based on the text above!

16. What is the topic of the text above?

- a. The prophet yaqub
- b. The prophet Sulaiman
- c. The pprophet nuh
- d. The Prophet Ishaq
- e. The Prophet Isa

17. Why did the prophet swallow the whale and his life almost end?

- a. Because fishing in the river.
- b. Because crossing the river
- c. Because it takes water in the sea
- d. Because diving into the sea
- e. Because it was ordered by God to preach

18. What is the character of Jonah?

- a. Spiteful
- b. Great
- c. Wild
- d. Arrogant
- e. Patient

19. What do the inhabitants think about the propaganda of Prophet Jonah?

- a. Respect Prophet Yunus.
- b. Striking Prophet Yusuf
- c. Receive the da'wah
- d. Welcoming the house of Prophet Yusuf
- e. Reject the da'wah

20. Mention the verse that explains the Prophet's affliction from the belly of the fish?

- A. QS. Ash-shaaffat, verses 139-143
- B. QS. Ali-imran verses 26-30
- C. QS. Assajadah verses 10-15
- D. QS. AL-baqarah, verses 20-25.

E. QS. Nisa, verses 5-6

Name : Ananda putri
Class : X Nita 1
Reading Narrative Text

Pretest class experiment
Answers.

1. C. The black stone of kaba ✓
2. C. prophet Ibrahim As X
3. A. Hajar Aswad ✓
4. A. There, was a big conflict ✓
5. B. prophet Muhammad saw ✓
6. B. prophet Daud As. ✓
7. A. Good ✓
8. C. Hud-Hud bird ✓
9. E. feel Anbarrassed ✓
10. B. Qr. An- Versur 16-17 ✓
11. D. prophet Sulaiman As X
12. A. Because it was ordered by God to preach ✓
13. E. Dengki = spiteful ✓
14. A. Reject the dawat ✓
15. A. Qr. Ash-shaghat, Verser 139-143 X
16. A. God acts for sacrifice ✓
17. A. Marwah Hira ✓
18. B. Devil ✓
19. A. Very patient ✓
20. A. obey Allah's command. ✓

B = 17
S = 3

Nama: KHAFRUMISA

Kelas: X IIA 1

Reading Narrative Text

posttest class Experimental

Answer

1. b. Abdurrahman bin Auf ✓
2. d. 10 Dirar ✓
3. a. Weather ✓
4. e. for wine ✗
5. c. modnah ✗
6. c. the black stone of Faaba ✓
7. b. Prophet Muhammad SAW ✓
8. a. Hajar Aswad ✓
9. a. There was big conflict ✓
10. b. Prophet Muhammad SAW ✓
11. b. Prophet David AS ✓
12. a. Good ✓
13. c. bud-bud bird ✓
14. e. Feel embarrassed ✓
15. b. QS. Al-An'am verses 16-19 ✓
16. e. the Prophet Yusuf AS ✓
17. a. Because it was ordered by God to preach ✓
18. a. Patient ✓
19. a. Reject the bai'ah ✓
20. c. QS. Al-Anbiya verses 87-88 ✓

18 Benar
2 Salah

CLASS X MIA 1_ CLASS EXPERIMENTAL

**Explain about Reading Narrative Text and Strategy
Think, Pair and Share**



Give Pretest and Next Treatment The First Meeting
(Think Individual about the Topick)



Make Group and Discussion about the Reading Text



Sharing to all Classmate





CURRICULUM VITAE



Indra Hafsa was born in Seko Hoyane 10th

November 1997 as the second child from the happy and simple family. Her father's name is Ramli Lajju and her mother's name is Nurjanuati. She has three brothers (Iksan, Albasir and Gafa Algifari) and not sister, who has always give support to continue her

studying. She was starting her studying at the elementary school (SD) 081 Hoyane and graduated in 2009. Then she continued her study in MTS DDI Masamba and graduated in 2012. After that in 2012 entered MAN Palopo, but after moving up to grade two then moved to high school number 1 Seko and graduated in 2015. In the same year she continued her study as student of English Education Study Program because English was her favorite subject. She finished her studying at the State Collage for Islamic Studies (IAIN) in 2019 that turn in to the State for Islamic Studies (IAIN) Palopo.